

Inspection date	30 March 2015
Previous inspection date	23 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children learn and adapts activities accordingly so she meets their learning and developmental needs.
- The childminder has many years of experience in childcare and educational settings, and uses this knowledge to provide a well-considered environment.
- Children show they feel safe and secure through their confident behaviour, willingness to learn and positive response to the childminder.
- The childminder has a secure understanding of safeguarding procedures and risk assessment, ensuring she keeps children safe and supports their emotional well-being.
- The childminder is reflective of her service and continues with her professional development, thus promoting high quality teaching and care for children and their families.

It is not yet outstanding because:

- The childminder misses some opportunities to help children solve problems and think about their responses, by using effective questioning such as, 'What will happen if?' and 'How can we?'
- The childminder does not regularly seek the views of all parents and children as part of her self-evaluation process to help her use their ideas to improve the service she offers

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- use questions and language to challenge children's thinking and learning further
- extend self-evaluation arrangements to include the views of all parents and children to help identify areas to develop and improve.

Inspection activities

- The inspector observed children's activities and the impact of teaching.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector sampled a range of policies and documents, and discussed these with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection. These covered learning and development, and safeguarding procedures.
- The inspector looked at the range of equipment, toys and resources available for childminding.

Inspector

Jean Essom

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides children with a dedicated playroom that is stimulating and well resourced. The organisation of resources means that children can select toys independently. The childminder is proficient at observing and gaining information about children's interests. Parents are actively encouraged to contribute to this through a whiteboard and daily diaries. The childminder plans stimulating activities based on these interests and adapts them to meet the children's needs. For example, she adds small baby dolls and farm animals to a sensory and mark-making activity. This encourages all children to engage with the play at their own stage of development and level of interest. They talk about the noises animals make and practise early writing skills. Children enjoy easy access to the garden with challenging equipment to promote their physical skills.

The contribution of the early years provision to the well-being of children is good

The childminder uses her experience to gain the trust of parents and provide advice in a professional and sensitive way. She identifies children's needs quickly and responds by supporting them and their parents, liaising with other professionals as required. She uses her knowledge of sign language to promote children's language skills. She shares this with other early years settings to ensure children have consistent support. Children are encouraged to be independent relevant to their age and stage of development, which prepares them for the next stage in their learning. For example, children use knives to cut their fruit and peel bananas with help. The childminder displays children's art on the wall of the playroom, giving them pride in their work and building self-esteem. The childminder uses risk assessment effectively to help her ensure children stay safe. She is vigilant about following safeguarding policies and procedure, such as locking away mobile phones and devices belonging to visitors. The childminder and children walk daily to school, so they enjoy plenty of fresh air and exercise.

The effectiveness of the leadership and management of the early years provision is good

The childminder strives to improve her provision, although she does not secure the views of all parents and children to extend ideas and areas to develop. She discusses children's progress with parents. The childminder makes many of her own resources so she can ensure they meet specific needs and interests, such as a post box, sensory board, and toy car park. The childminder is working towards a higher childcare qualification, which is helping her to improve learning opportunities for the children in her care.

Setting details

Unique reference number	EY293549
Local authority	Bristol City
Inspection number	1002548
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	23 November 2009
Telephone number	

The childminder registered in 2004. She lives with her husband and two children in the Knowle area of Bristol. She works on Monday to Wednesday from 8.30am to 5.30pm all year round. The childminder is working towards an early years qualification.

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