

Inspection date

20 April 2015

Previous inspection date

15 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provides a homely and inviting environment so children feel safe, secure and eager to learn. Children grow in confidence and are well prepared for the next stage in their learning.
- The childminder is particularly skilled at promoting mathematical development and children make particularly good progress in this area.
- Parents enjoy working with the childminder to share information so the children experience a good variety of activities planned from their interests.
- The childminder has developed close links with playgroups that children attend. She shares information to ensure all adults involved consistently meet the needs of the children and help their progress.
- The children enjoy daily outings and visits that enhance their learning experiences further.
- The childminder keeps the children safe through highly individual risk assessment methods and reminding the children of safe practices.

It is not yet outstanding because:

- Children have limited access to opportunities to develop literacy skills such as choosing writing and drawing implements or seeing the written word around the home in readiness for their next stage of learning.
- The childminder does not make full use of the garden to support children's outdoor learning experiences in all areas throughout the year.

What the setting needs to do to improve further

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

- increase opportunities, and access to resources, for developing literacy skills
- develop further opportunities in the garden to meet the needs of outdoor learning throughout the year.

Inspection activities

- The inspector observed teaching during indoor and outdoor activities and its impact on the learning of the children.
- The inspector examined a range of documents including planning, assessment and records, and policies and procedures and discussed these with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder and inspector completed a joint observation.
- The inspector reviewed the childminder's self-evaluation record.

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 supports the children well in their learning. Her teaching is good. She uses questions to extend children's thinking skills, particularly in support of their mathematical development. As a result, children's language is developing well and they enjoy having babbling conversations with each other. Children are able to select their own toys; however, there are few opportunities to select mark-making activities to develop their future writing skills. Children are confident and active learners who explore resources such as shells and natural sponges, with the childminder modelling new language to describe how the items feel. She produces clear and informative records of the children's progress and shares these regularly with parents. She evaluates these well to plan the next steps of learning. She provides challenges for the children and they make good progress.

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

Children spend time outdoors daily and manage the steps in the split-level garden well, with the childminder taking care to keep them safe. The children have access to a limited range of outdoor activities in the garden during winter months. Supervised energetic play on a trampoline, and balls are available. Children learn how to keep healthy by good hygiene and self-care. The childminder meets their physical needs well. The childminder models good manners and politeness, and the children are well behaved and caring of each other's feeling. They enjoy playing with each other and taking turns, and benefit from socialising with other children at toddler groups. Children receive support to develop independent skills such as putting on their own shoes.

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

The childminder is proactive in accessing relevant training, such as on developing her ability to support children's language skills. She makes effective use of her new skills. She uses the local toy library and children's centre to borrow resources to follow children's interests and to extend their experiences. She has addressed recommendations from her previous inspection. All these actions help the childminder to continue to improve and to maintain good standards. The childminder understands her responsibilities. She meets requirements and safeguards children's welfare effectively. She is reflective of her practice and recognises areas to improve, such as increasing her resources for babies. She has good methods to check children's progress at the age of two years and shares a report on children's progress with parents and appropriate professionals.

Setting details

Unique reference number	EY378368
Local authority	Bristol City
Inspection number	829560
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	4
Name of provider	
Date of previous inspection	15 January 2009
Telephone number	

The childminder registered in 2008 and lives in Bishopston, Bristol. The childminder works on Mondays, Tuesdays and Wednesdays.

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