

Inspection date	21/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder promotes communication with the children consistently and encourages their developing vocabulary instinctively so children learn as they play.
- Children are extremely happy and have an excellent bond with the childminder because the activities planned are exciting, stimulating and promote learning and development.
- Partnership with parents is strong because communication is consistent, detailed and informative, promoting successful outcomes for all children.
- Activities and detailed planning means children have input, make choices and become independent in their learning and development.
- Children are given a broad range of experiences including regular nature walks and trips that add to their learning and enjoyment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children during planned activities and at free play during the inspection.
- The inspector sampled documentation including policies, planning and children's individual profiles files.
- The inspector discussed the provision at appropriate times with the childminder during the inspection.
- The inspector evidenced parental views of the provision via questionnaires and comments in communication books.

Inspector

Shirelle Norris

Full report

Information about the setting

The childminder registered in 2013. He lives with his wife and their two children. They live in the Easton area of Bristol close to shops, parks, schools, pre-schools and public transport links. The whole of the ground and first floors of childminder's home are available for childminding, including a first floor bathroom. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. He offers childcare before, during and after school, in school holidays and at weekends. The childminder is willing to collect children from the local pre-school and school and attends a children's drop-in group on a regular basis. There are currently two children on roll.

What the setting needs to do to improve further

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

- evaluate practice on a daily basis to ensure that the provision maintains it's the high standards, for example by documenting the success of an activity or when it has not achieved the intended aim.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are offered a highly stimulating, motivating and nurturing experience at this setting. The childminder's methods of teaching mean that children are given exceptionally inspiring opportunities to develop and learn. The clear focus and understanding of the Early Years Foundation Stage means that children's chances to progress their learning are exemplary. Resources that reflect the ages and abilities of the children who attend have been skilfully selected to ensure that children's individual needs are met. Specifically planned activities give children the opportunity to learn as they play. For instance, a playdough activity means making the dough from scratch and children are able participate in the whole process. Tasks that ensure children are completely engaged in their play advance their enjoyment and consequently their learning opportunities.

Important knowledge of how individual children learn is key to the methods of providing this enriching environment. Children are consistently encouraged to contribute to their learning, for instance, questions are posed about the activities as they play. When playdough is made children choose the colour, count the ingredients, knead the dough and the whole experience becomes a learning extravaganza. When hot water is added to the task and steam produced, children gasp with wonder at what they experience. The foundations of learning about cause and effect and an introduction to science is grasped at an early stage.

During sessions there is a consistent emphasis on learning about numbers, colours and shapes. Counting happens regularly and helps to consolidate children's early maths development and understanding. Support and instinctive prompts from the childminder show a committed sense of nurturing. This enables the children's potential for learning and every opportunity is seized without pressure. The children are excited and respond enthusiastically to the learning whilst they play. Daily activities are flexible and geared towards the children's interests. For instance, if the children are happy, stimulated and keen to learn, the activity will last as long as the childminder feels the learning is enhanced. Tasks are versatile and because there is a distinct knowledge of the children and consistent observation whilst they play accurate interventions are made to sustain interest or change the activity accordingly. The children's interest and involvement is of the highest priority.

Daily outings to the library, park and local attractions mean that children are given a broad range of experiences that complement their learning. Children go on regular nature walks and collect 'treasure' that they take back to the house to make pictures with. This continuity of learning and experiences stimulates reflection and helps children to remember their experiences. Connections promote conversations that strengthen children's understanding of the world around them. Communication books offer parents the opportunity to know what the children have been doing throughout their time at the setting. Because of this exchange of information, parents are able to promote the learning further by extending conversations and reflecting on their children's experiences, continuity is key. The vast array of indoor and outdoor opportunities for children to learn mean that all areas of the curriculum are promoted to the highest standards taking into account individual abilities.

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

There are rigorous systems in place that ensure children who attend the setting are settled and given the best opportunity to build a strong relationship with the childminder. Staff's extensive knowledge about the children means their care, learning and development is exceptional and of the highest priority. During activities children are consistently encouraged to contribute to how the task will progress. They are boosted by this invitation to add to the projects and they respond enthusiastically when asked for their opinion and their input.

Children learn to share whilst they play and they learn about language and conversational skills. Consequently children behave exceptionally well and communicate using excellent manners, they use language and behaviour that is advanced for their ages. Independence is a top priority for children as they learn. The childminder seizes opportunities at every stage of the session to encourage children to attempt, persevere and do things for themselves. The result of this is the children are self-reliant, confident and keen to help themselves. When children prepare for snack their hygiene regimes are clear and thorough. Children prepare their own snack, the youngest children are encouraged to cut their fruit and the response creates excitement and fulfilment. They are given trust and

positive support that consequently boosts their effort, the praise and encouragement is limitless.

The environment is extremely safe and a strong, robust knowledge of how to keep the children safe and learn about keeping themselves safe is paramount for the childminder. Activities are planned that help children learn about safety and potential dangers. Children are continually taught about healthy options, the positive outlook for a healthy attitude is offered to the children throughout their snack time. Stringent risk assessments are carried out to make sure that children are safe. Stair gates, high chairs and an organised environment make sure the setting is extremely safe.

Acute observations of the children mean that specific areas of learning are planned through tailored activities. For example when a child is observed comforting a peer the childminder plans to extend the understanding of these positive emotions. Future plans and next steps of learning detail how children will learn to label emotions thus enhancing personal, social and emotional development. Long term plans include topics where the children can learn about cultural traditions like Passover, Chinese New Year and Winter Solstice. This broadens their understanding of the diverse society they live in. The planning also includes a welcoming of the seasons and celebration of nature. Children learn about their environment and take part in activities that give a real sense of achievement. For instance planting seeds and watching them grow, children are given opportunities that excite and offer investigation and exploration.

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

The childminder is both inspirational and aspirational and this means that the provision offered is exceptionally stimulating and ideal for children to learn and flourish. Purposeful play is celebrated and learning opportunities are expertly seized. Careful observation and knowledge of how the children learn gives the childminder the ingredients to plan effective tasks that extend individual development. The balance of child led and adult led activities are skilfully delivered to ensure that children are given the right amount of intervention when actively involved in a task. This is possible because of the recognition and respect for children to learn actively. Exploration, curiosity and creative thinking is promoted at every opportunity.

Training and the positive attitude to improve the care and education for children is of high importance and this shows in the knowledge of how children learn. Highly effective evaluation and a drive for improvement mean that there is a committed, dedicated perspective that ensures high standards are sustained. Training and links to local networks ensure the childminder is supported with an up to date knowledge of how to offer the best provision. The childminder is organised. Efficient record keeping makes sure that parents are given appropriate information that links their children's learning and supports the provision offered. For instance parents are given copies of policies and opportunities to give their opinions of the care via questionnaires. Parents speak highly of the care they receive and are grateful for the experiences that their children are having whilst they

learn and play.

Strategic risk assessments carried out for outings mean that the children can experience exciting trips. For instance recently the children attended "Toddlers Take Over Day" at @Bristol. Their experiences on these planned learning trips mean that children are given excellent opportunities to learn about the world around them with over 300 'hands on' resources to excite them at their recent outing. Boundaries and acceptable behaviour is worked into the routine and the effect is clear in the way children respond to the childminder. They are attentive, trusting and respectful and there is an exemplary bond with the children. Parents work together with the childminder to provide the best chance for children to flourish. Communication books and conversations pursue children's interests, developmental stages and consequently enhance their learning. There is a distinct devotion to ensure that children who attend the setting receive the best attention that entices their curiosity and extends their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY460993
Local authority	Bristol City
Inspection number	927913
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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