

Inspection date	17/12/2012
Previous inspection date	10/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder interacts exceptionally well with the children and strong relationships have been established within a homely environment.
- The childminder provides a hygienic, safe and secure environment through well-considered risk assessments.
- Children make good progress as they engage in a broad range of stimulating experiences that meet their individual needs.
- There is a good partnership working to enable continuity in children's care.

It is not yet outstanding because

- Not all parents are consistently involved in contributing to their child's learning or to the childminder's self-evaluation procedures to improve the service provided.
- Children are not routinely involved in planting, growing, gathering, preparing and using different foods to enhance their understanding of healthy lifestyles.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 carried out observations of all areas used by the children.
The inspector sampled a range of documentation including children's learning profiles, individual records, parent's comments, policies and procedures and discussed them with the childminder.
- The inspector observed children at play and the childminder's interaction with them.
The inspector discussed the findings throughout the inspection and summarised the main findings at the end of the inspection when the inspector shared judgements with the childminder.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2004. She lives in Midsomer Norton, Bath and North East Somerset with her teenage daughter. The whole of the house is available to minded children. Children have access to the lower part of the rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. At present, the childminder is caring for seven children on a part time basis on weekdays throughout the year; of these, six are in the early years age range. The childminder supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further partnerships with parents to include their contributions to self-evaluation and their children's learning
- strengthen children's understanding of healthy lifestyles for example through planting, growing, preparing and using different foods.

Inspection judgements

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

The childminder is attentive to children's needs and positive and caring relationships are evident. This gives the children confidence to move freely in the well-organised, homely environment. The childminder interacts exceptionally well with the children to promote their learning as they become actively involved in a broad and stimulating range of experiences. Children make good progress across all areas of learning. Children particularly enjoy the many opportunities to explore technology. Children expertly operate the light and sound toys switching them on and off, turning knobs and pressing buttons to cause an effect. The childminder consistently models language for communication and children quickly learn to repeat familiar expressions. Children are keen to learn and become fascinated with new toys such as, a magnetic ball. The childminder interacts very well with a child as they disassembles the ball, helping them to count the pieces and identify each colour as they place them in an upright position. Children persevere with tasks independently and solve problems well such as, reassembling the ball by matching the magnets together until completed.

The childminder has good knowledge of children's starting points. She regularly liaises with parents to discuss how their children learn and some share information about their child's learning and development at home. Observations are routinely completed and used accurately to influence future planning which takes into account children's current motivations and their next steps in learning.

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

The childminder is vigilant and good procedures are in place to maintain children's safety on outings. For example, the childminder is meticulous at ensuring appropriate equipment such as car seats are readily available and routinely checked. Children become aware of their own safety as they frequently practice the emergency evacuation procedure with the childminder. The childminder supports children to become aware of safety when they are on outings. For example, children recently received a visit from a lollipop person that helped them to understand road safety. The childminder consolidates children's understanding through games and role-play such as, when using the cars on the road mat.

The childminder has established very good hygiene practices that children are beginning to understand. Children enjoy helping the childminder to clean the tray on their high chair and understand that they wash hands before they eat. Older children know that they need to wash their hands for a certain amount of time to get rid of the germs so sing 'happy birthday' while they wash them and use individual flannels or paper towels to dry their hands to prevent the spread of germs. Children are cooperative when it is time to have their nappies changed. The childminder continuously talks to the children as she changes their nappies so that they are aware of what she is doing. This further supports children to acquire good communication skills. Children are beginning to learn about healthy lifestyles. There are regular opportunities for children to be outside and active in the well-equipped and secure garden and through visits within the local environment. Parents provide healthy snacks and meals that are stored and reheated appropriately. However, there are few opportunities for children to plant, grow, harvest and eat a range of different foods to improve their understanding of healthy eating and where food comes from.

Through discussions with parents and her observations, the childminder has good knowledge of children's routines. She is aware of telltale signs when children are tired. She is quick to give them a cuddle and reassure them as she puts them down for a nap making sure that they have their personal comforters. Children are settled in the homely environment and confident to engage in activities away from the childminder. Children attend toddler groups to build their confidence and self-awareness when mixing with others. This prepares children for their next steps in learning as they move onto pre-school or nursery.

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

The childminder provides a safe and secure environment that is thoroughly risk assessed. Children are supervised well and their needs are effectively supported. She monitors possible risks to the children well and adapts her provision such as, having soft tarmac laid on the drive where children play to promote their safety. The childminder has good understanding of her safeguarding responsibilities through attendance at relevant and ongoing child protection training. Therefore, effective procedures are in place should the

childminder have any concerns about a child.

The childminder keeps parents well informed of the service she provides using a portfolio. This includes generally well-written policies and procedures that underpin the good practice. Parents comment favourably about the service provided stating that the childminder is 'caring and loving' and 'very approachable'. Parents appreciate the daily communication diary and the reassuring texts that they receive. As yet, not all parents are actively involved in contributing to children's learning or providing their views on improving the service provided. The childminder has taken time to liaise with other early years settings to share children's progression and their next steps in learning to influence her planning. There is good support for children with special educational needs as the childminder shares her 'learning stories' (observations) with relevant professionals and parents to enable continuity in children's care, learning and development. The childminder provides children with individual attention to support particular areas of learning. Relationships are strong and children are confident to ask for help to link the pieces of a train track together. The childminder is a good role model speaking in simple sentences to support children's communication skills.

The childminder is proactive in accessing relevant training to support the children in her care. For example, the assessment arrangements for two-year-olds and healthy eating. She regularly attends a network group to update her practice and to support her professional development. The childminder has good understanding of the strengths and weaknesses of the provision. She has developed a relevant action plan to address areas for improvement, such as developing partnership working. The childminder monitors the educational programme, planning and assessment arrangements well to enable children to access a broad range of experiences.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY288464
Local authority	Bath & NE Somerset
Inspection number	888269
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10/11/2009

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 that are usually their 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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