

Inspection date	15/01/2015
Previous inspection date	21/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 uses observation and assessments of children effectively, to identify their achievements and what they need to learn next. As a result, they make good progress.
- The childminder is an effective teacher of mathematics, so children have a good knowledge of number, space and are good problem solvers.
- The childminder is effective in identifying her strengths and areas to improve.
- The childminder has effective systems for working in partnership with individual parents to support their children's learning and development.

It is not yet outstanding because

- At times, there are fewer opportunities for children to share their ideas and be creative during arts and craft activities, because some activities are too adult led.
- Some resources and play equipment are harder for the youngest children to freely access. On occasion, this limits their opportunities to choose what they would like to play with.

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 viewed all areas used by the children.
- The inspector observed interactions, play and learning opportunities for the children and sampled documentation records.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector took account of parents' views through documentation.

Inspector

Dominique Bird

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and daughter aged 16 in the town of Keynsham in Bath, North East Somerset. She has two older sons aged 18 and 21 years who live away at university. The whole of the ground floor of the childminder's house is used for childminding as well as the upstairs bathroom and spare bedroom. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has seven children in the early years age range on roll. She also offers care to children over five years of age. The childminder walks or drives to local schools to take and collect children. She attends the local soft play, park and library. She is a member of the local childminder's group.

What the setting needs to do to improve further

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

- enhance opportunities for children to lead their own play in craft activities so they can develop their own ideas and be more creative
- improve the accessibility of a wider range of activities and resources to help the youngest children develop independence in their free play.

Inspection judgements

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

Children make good progress with the childminder. She uses well developed methods to engage children's interests. The childminder collects regular information from parents about children's interests at home, and uses this knowledge to plan activities that children enjoy. The childminder has a good understanding of how children develop and learn. She assesses children's needs well, so that planned activities and topics respond to children's needs. The childminder is especially confident in her teaching of mathematics, promoting children's learning in this area particularly well. For example, when young children take toys from boxes the childminder counts them. The childminder extends this further for the older children by asking them questions, such as, 'How many will you have if I give you another one?' Additional opportunities are taken to teach mathematical concepts, such as when playing with magnets the childminder teaches children about size and colour and uses a wide range of mathematical language, such as, 'Tall', 'Long', 'Big' and 'Small'. This helps children learn new words and, as a result, their vocabulary increases. This teaching challenges the children's thinking, so they learn effectively, gaining useful skills for the next stage in learning.

The childminder works closely with new children, and their parents, to settle children in and to encourage them to develop their social skills. The childminder plans arts and crafts activities for children linked to their interests and topics, which help children to explore different materials and tools. For example, children enjoyed pattern rubbings of farm animals after a recent visit to a farm. However, at times, these activities can be too adult directed. This means that there are fewer opportunities for children to share their ideas and be creative because the childminder sometimes leads the activities too much, restricting their freedom of expression and choices in the materials they can use in their play.

Children are confident communicators. The childminder uses communication techniques well, such as commenting on what children are doing as they play, to promote children's understanding of spoken language. The childminder also teaches some specific key words and phrases to extend children's vocabulary, which children relish and have fun using.

The childminder takes children on regular outings, which they enjoy and as a result, they are experiencing a wide range of places and people and are motivated to learn. These outings also promote their social skills effectively. For example, at play visits with other childminders they learn to interact with other children and adults that they do not know as well.

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

The childminder has good understanding of children's individual needs. She gathers useful information from parents when children first join, and uses this well to support and settle children. Children have useful visits to the childminder's house before they start to attend. This caring approach quickly enables children to feel emotionally secure from the outset. This means they are ready to explore the childminder's home and all it offers, so no time is lost. The childminder plans a stimulating and well-resourced environment for children.

Children have strong relationships with the childminder and each other. They are confident in their communication with the childminder. The childminder prepares children well emotionally for the eventual transfer to school. The praise and encouragement that children consistently receive from her means that they have good levels of confidence and high self-esteem.

Children behave well. They understand the routines of their day and the childminder's expectations. The childminder promotes children's understanding of healthy lifestyles well. She teaches children when to wash their hands, such as before eating. Children enjoy being outside and visiting a soft-play centre, where they develop their physical skills well in a variety of ways.

The childminder organises toys and resources to help promote children's free choice in play, such as laying a selection of toys out on the carpet for children and placing boxes of toys on the floor for them to reach. However, at times, the childminder does not ensure

that the youngest children have free access to available resources. This is because some things are stored in a way that means they cannot see what is on offer. This does not support younger children to develop their independence through choosing what they would like to do and play with because they are more reliant on the childminder offering them things and choosing for them.

The childminder promotes highly effective safety procedures, which she follows so children's safety is maintained. For example, the childminder gathers information from parents about who is authorised to collect their children. There are clear risk-assessment systems that cover the childminder's home indoors and outdoors, which help her minimise hazards for children.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She plans interesting activities and play experiences for children, which aid their learning. She has regular networking opportunities with other childminders to share information and good practice. The childminder evaluates the success of the educational programmes and children's responses to the activities. This approach helps her respond to children's interests, so they are well motivated to learn. The childminder uses her knowledge to make sure she is meeting all learning and development requirements and, as a result, children's needs are met well.

The childminder implements the safeguarding and welfare requirements effectively. The childminder has trained in child protection and first aid, so that she can provide first-aid treatment in the event of an accident or incident. She has a good understanding of the signs and symptoms that would give her cause for concern about a child's welfare. The childminder knows the appropriate action to take if she were concerned about a child in her care.

The childminder uses her self-evaluation systems well to identify her training needs. This means that the childminder attends training that directly improves her teaching practice. The childminder evaluates the strengths and areas to develop in teaching and learning. She has sought the views of professionals from other agencies, parents, and the children themselves to do this accurately. She has a good awareness of the areas for improvement. The childminder has robust systems in place to bring about improvement. She uses evaluation effectively to prioritise areas to develop.

The childminder works hard to establish strong relationships with parents. Parents state that the childminder is, 'Professional, friendly and committed to the nurture of children in her care'. They welcome the level of useful information the childminder gives them about their children's care, development and progress. The childminder encourages parents to be involved in their children's education.

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
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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY290625
Local authority	Bath & NE Somerset
Inspection number	999816
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	21/04/2009
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, 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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