

Inspection date	07/01/2015
Previous inspection date	04/01/2010

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 and the children share warm and trusting relationships, which helps them feel secure and supports their emotional well-being.
- The childminder has established positive partnerships with parents, which highly contributes to meeting children's individual needs.
- The childminder provides a good range of experiences, which interest the children and support them to make good progress.
- The childminder supports children well to develop their communication and language through engaging in lively conversations.

It is not yet outstanding because

- Children have fewer opportunities to be curious about themselves and their families, in order to learn that they have similarities and differences from one another.
- Some resources are not easy to access, which does not fully promote children's free choice in play.

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 children's activities and the quality of interaction between the children and the childminder.
- The inspector sampled a range of documentation, including children's learning records and planning.
- The inspector engaged in discussion with the childminder throughout the inspection.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2004. She is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. She lives with her husband, in the Widcombe area of Bath. The childminder sometimes works with her daughter who is her assistant. Minded children have access to an open plan lounge, dining room and kitchen. There is a rear garden and a small-enclosed balcony for outside play. There is a bedroom available on the first floor for a child to sleep. The house is within walking distance of Widcombe school, local shops, a park and other amenities. There are currently eight children in the early years age group on roll. The family has two cats.

What the setting needs to do to improve further

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

- extend opportunities for children to share photographs of their families, friends and favourite people to help them value themselves and learn about similarities and differences
- review how resources are organised to offer children greater opportunities to make independent choices.

Inspection judgements

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

Children enjoy a good range of activities, which meet their individual needs and interests effectively. The childminder provides a warm and homely environment, where children can move about freely and safely. She shares warm interactions with the children and skilfully engages them in purposeful play. During the inspection, the children and the childminder shared a book. The childminder engaged the children effectively in conversation as she talked about what they could see in the pictures. She introduced new words to the children, such as combine harvester, and sang a song about a sheep as the children looked for one in the picture. The childminder supports children to extend and develop their learning further as they count the different animals in the pictures. This supports children's communication, language and literacy skills well.

Babies share warm and trusting relationships with the childminder. She uses facial expressions effectively to respond to babies' attempts at new words and gives them lots of praise for their achievements. Babies watch the childminder with interest and smile in response to her interactions. This promotes children's personal, social and emotional development and develops their vocabulary successfully.

The children enjoyed experimenting with different sounds. The childminder actively involved herself in the children's play, by shaking bells, tapping tins and moving around in time to the rhythm. This supports children's development in expressive arts and design and encourages their independence in play as they explore and investigate. The childminder has photographs of the children in their learning record, and some of herself and her family. However, the childminder does not encourage parents to contribute photographs of family members and special people, to help children learn about similarities and differences in themselves.

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

Children are very happy and settled in the childminder's care. She provides them with regular cuddles and reassurance, which helps them to feel emotionally secure and supports their physical well-being. The childminder praises the children consistently for their achievements, which promotes their confidence and boosts their self-esteem. Children have access to a wide range of toys and resources, which interest them and support their learning and development effectively. However, some of the resources are stored in a cupboard or another room, which occasionally reduces children's free choice. Overall, the childminder uses resources well to promote children's learning.

The childminder helps children to learn about the importance of a healthy lifestyle and follow good hygiene routines. She supports children in their self-care skills and provides them with daily opportunities for fresh air and exercise. This effectively supports their physical development. The childminder provides the children with a range of healthy snacks and meals, which also contribute to their good health and well-being.

The childminder teaches the children how to keep themselves safe as she talks to them about crossing the road and practises the fire drill. She provides clear explanations of what she expects from the children, such as keeping within her sight when they go out. She talks to the children about what is acceptable behaviour and uses her voice and facial expressions to manage behaviour effectively. Consequently, children behave well.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She carries out thorough risk assessments on her home, garden and for any outings that she takes with the children. She has a secure knowledge and understanding of child protection issues, which includes recognising the signs or symptoms that would be a cause for concern. The childminder has a safeguarding procedure in place, which she shares with parents. She is clear on the reporting procedure if she had a concern and her responsibilities to safeguard children.

The childminder has strong partnerships with parents. She exchanges information with

them on a daily basis and keeps them up-to-date on their children's progress and achievements. Parents are happy with the provision and the quality of care that the childminder provides. The childminder has established effective systems to share information with other providers when children attend other early years settings alongside her own.

The childminder has a secure understanding of the learning and development requirements. She makes regular observations of the children engaged in activities to gain a good understanding of what they can do. She uses these observations effectively alongside the information she gathers from parents to plan activities that support children to make good progress across all areas. The childminder evaluates her practice and sets herself goals for the year, which she works towards completing. She has begun to attend farm club at the local city farm where she has learnt forest school skills and is enthusiastic to attend other courses so that she can build on her knowledge further. The childminder has successfully addressed the recommendations from the previous inspection. Consequently, she carries out regular fire drills and uses observation and assessments effectively to plan for individual needs. She oversees the work of her assistant well. They regularly discuss the provision, training needs and any improvements they want to make. This has a positive impact on improving practice. This shows that the childminder has a good capacity to maintain continuous improvement.

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	EY292898
Local authority	Bath & NE Somerset
Inspection number	843696
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	04/01/2010
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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