

Inspection date	31/01/2013
Previous inspection date	30/06/2009

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 has developed positive and caring relationships with the children who are settled and confident.
- The dedicated playroom is well equipped with an abundant range of accessible toys and resources that meet children's individual needs and current interests, so they are keen to use them.
- The childminder provides children with a stimulating range of planned activities and experiences to help them make good progress in all areas of their learning.

It is not yet outstanding because

- The childminder does not obtain all the relevant information she can from parents about their children's achievements at home in order to plan the best activities to take children's learning forward.

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 made observations of the childminder's interactions and children at play in the playroom.
- The inspector talked with the childminder, her assistant and children at convenient times during the inspection.
- The inspector viewed a sample of documents including learning journals, policies and procedures.
- The inspector discussed findings during the inspection and gave formal feedback at the end of the inspection.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband, daughter and elderly relative in Weston-super-Mare, North Somerset. The family care for three dogs. All areas of the family home are used for childminding except for the office and the attic conversion. There is a enclosed rear garden for outside play. The childminder is registered

on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She works with an assistant. At present she has 12 children on roll, of whom eight are in the early years age range. The childminder offers overnight care. The childminder and her assistant both have level 3 early years qualifications. The childminder is also a foster carer offering respite care.

What the setting needs to do to improve further

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

- develop the systems to engage parents in sharing their children's home achievements as well as possible to further influence planning.

Inspection judgements

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

The childminder provides a welcoming, homely environment where children settle quickly. They are engaged in a broad and balanced range of experiences across the seven areas of learning. The childminder has good understanding of children's current fascinations and prepares special activities such as sticking, which engage children happily. Children enjoy dabbing glue and show good coordination as they use the spatula to spread it across the paper. As children examine their pictures, they point and confidently ask questions such as, 'What's this?' The childminder listens carefully and responds, providing children with new words to widen their vocabularies to support their learning. The childminder constantly talks through what she is doing to support children's growing communication skills well in readiness for their next steps in learning

The childminder interacts well with the children to challenge them further. When children select the dolls to play with the childminder asks them questions such as, 'Is that hat too big?' and 'Which one will fit?' to encourage children to think and to use mathematical language in their play. Children show that they know on which parts of the body clothes belong such as, 'booties' on feet. They show good understanding of what the dolls need to keep them in 'good health' such as sleep and food. Children anticipate the effects their actions will have such as, raising the lift up and down for the cars in the garage and pressing buttons to cause the continuous 'beep' of a reversing car.

Parents provide information on children's starting points when first attending, such as, through an 'All about me' form. They are not as actively involved as possible in providing information of children's home achievements to help the childminder plan for future

learning as well as possible. The childminder uses 'learning diaries' well to document children's progression; these show that children are making good progress and are working comfortably within the typical range of development expected for their ages. The childminder clearly identifies learning priorities and she shares these monthly with parents.

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

Children are confident and settled in the care of the childminder. Children become unsettled when strangers visit the setting but the childminder cuddles them close and redirects their thoughts as they talk together about family pets and then engage in activities they enjoy. Children are well behaved and clear on expectations and boundaries to maintain their safety and well-being.

Children benefit greatly from the well-organised play space. An abundant range of high-quality toys and resources, including those to reflect diversity, is easily accessible. The childminder labels these with pictures that help children to make their own choices of what to do. This system helps children become independent in readiness for future learning.

Children are keen to be outside and be active; they particularly enjoy visits to the park and puddle jumping. The childminder makes good use of the local environment to support children's understanding of the world around them, such as meeting the 'lollipop person', so they become more aware of road safety. Parents appreciate the support the childminder gives in encouraging children to become aware of their own safety. A parent comments that her child had prevented her from crossing the road until she saw the 'green man'.

The childminder works well in partnership with parents to provide children with healthy snacks. Children are encouraged to try different fruits that they will not eat at home when with others in a small group. The childminder encourages children to learn about healthy eating in interesting ways, as they grow their own cress, tomatoes and spring onions.

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

The childminder and her assistant both have good understanding of child protection and safeguarding issues through attending relevant training to promote the welfare of children. The childminder makes sure her assistant fully understand the policies and procedures, which underpin their good knowledge of the safeguarding and welfare requirements. The childminder keeps clear records of children's daily attendance that enables her to maintain ratios consistently through use of an assistant. The childminder completes comprehensive risk assessments of all areas of the house that children use; therefore, children are cared for in a safe and secure environment.

The childminder works closely with other professionals to support children's individual needs, such as to support social interactions. The childminder has established positive

relationships with parents to provide continuity in children's care, learning and development. She has recently suggested that a child attends when there are fewer children present so that they have a better chance to become settled and confident, showing the thoughtfulness put into the care she offers. The childminder regularly chats with parents to share information and has recently started 'communication diaries'. Parents appreciate the childminder's flexible approach commenting that she is 'always willing to help'.

The childminder has made good progress since her last inspection and has addressed the recommendations made. In particular, she has re-assessed the learning environment and has provided children with a dedicated playroom with easily accessible resources to support their independence. The childminder and her assistant have used a variety of ways to evaluate the provision, such as local authority early years advisers and the Ofsted self-evaluation form. The childminder has good understanding of the strengths of her provision, such as interaction with children and good knowledge of family backgrounds. The childminder and her assistant are keen to improve their skills and regularly undertake training courses to improve their knowledge of how to support children's development. They have gained level 3 early years qualifications, showing a strong commitment to driving improvement. The childminder has a clear action plan to improve the service she provides, such as regularly reviewing required documentation including the monitoring of the planning and assessment arrangements.

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	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	EY306488
Local authority	North Somerset
Inspection number	814937
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	30/06/2009
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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