

Inspection date	27/03/2013
Previous inspection date	30/09/2008

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

- Children are developing warm and trusting relationships with the childminder, which helps them feel safe and secure.
- Children benefit from a warm and nurturing environment in which they independently explore a good range of toys with interest and move around freely and confidently.
- Children behave well. They are developing positive attitudes and learning to be kind and caring individuals.
- The childminder has made many improvements to the quality of her childminding provision. These have had a positive impact on children's care and development.

It is not yet outstanding because

- Partnerships with other early years settings children attend are not effective in sharing information about individual needs in relation to children's learning
- Parents contribute limited information about their child's progress in all areas to support their child's learning and development further.

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 activities and the quality of the childminder's interaction.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 2007. She lives with her two teenage children in the Widcombe area of Bath. The whole of the ground floor is used for childminding, as well as two first floor bedrooms for children's sleep times. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has three children on roll in the early years age group.

What the setting needs to do to improve further

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

- strengthen the partnerships with other early years settings children attend, to share information in order to consistently meet children's learning and development needs
- develop systems for encouraging parents to contribute more information about their child's progress in all areas to support their child's learning and development further.

Inspection judgements

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

The childminder has a good understanding of the Early Years Foundation Stage Framework learning and development requirements. She successfully monitors and promotes children's development from the start by observing children and obtaining some information about their care needs and routines from parents. The childminder uses what she knows about children and their interests to identify next steps in their learning. The childminder keeps parents informed of their child's progress through summary reports each term and invites them to contribute information. However, parents contribute limited information about their child's learning and progress at home to support the childminder to plan for children's development across all areas of learning.

Children benefit from a good range of free-play time, organised activities and daily outings. The childminder interacts with the children with interest and enthusiasm, providing challenge, support and encouragement. As a result, children are making good progress in all areas of learning.

Children carry out tasks independently, such as finding toys and feeding themselves at

meal times. They are interested and motivated in their play and focus well in their chosen activities. These skills all help promote their future learning and school readiness.

Children communicate their needs and feelings effectively. They listen well to the childminder's requests and benefit from the childminder's discussion and commentary about what they are doing. The childminder asks simple questions to encourage children to think and share their knowledge. For example, naming colours in creative activities and what they might be doing in role play. Children learn new words to extend their vocabulary, such as 'chickens' having explored Easter themes. Children show an enjoyment of stories. They cuddle up together with the childminder to read favourite and new books and make comments about the pictures. This helps to promote their early literacy skills.

Children move freely and confidently. For example, they climb up onto the sofas, chase bubbles around the garden and use different physical play equipment in local parks and group play sessions. This promotes children's physical development well and helps them learn about the local community. Children use their imaginations and senses effectively in creative activities and role play. They enjoy drawing, sticking coloured materials and glitter on cards and modelling with dough. They also construct models and towers with building bricks. The childminder uses these favourite activities to promote children's mathematical development. For example, counting the bricks they use, discussing the height of the towers and talking about the cars they drive 'up' and 'down' the childminder's back.

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

The childminder has effective systems in place to support children to settle in and feel safe and secure in her care. She works well with parents to ensure she meets children's care needs and follows routines consistently. Parents complete 'all about me' forms and exchange some information from the start. As a result, children are developing warm and trusting relationships with the childminder. Children see positive reflections of themselves in the childminder's home, which promotes their developing sense of self. For example, they shriek with delight at seeing photographs of themselves. They point out and name their friends and the places they visit. Children also know where to find their own possessions. This supports children well in the move from their home into the childminder's care.

Children benefit from a secure, clean and welcoming family home environment. They independently choose from a good range of toys and explore these confidently. The childminder encourages children to follow clear and consistent house rules so that they learn how to keep themselves safe. For example, children learn not to play with the doors in case they trap their fingers and not to throw toys in case they hurt each other. Children join in lots of play and social events in the local community. These help the children learn to play with others and to make friends. The childminder supports children well in developing positive attitudes and good manners. She provides clear and consistent messages, promoting traditional family values, such as showing respect and kindness towards one another and being helpful. The childminder provides lots of

encouragement and praise to support children's self-esteem and positive behaviour.

The childminder promotes children's healthy lifestyles effectively. Children enjoy daily outdoor and active play which promotes their health and physical development well. Children learn good health and hygiene routines, such as hand washing and eating at the table. They enjoy healthy meals and snacks and consistent sleep routines. This helps to ensure children are well rested and nourished.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She knows the correct safeguarding procedures to follow and which authorities to contact in the event of any concerns. The childminder implements up to date policies and procedures and conducts risk assessments and daily checks of her home. This helps to further promote children's welfare and safety.

The childminder shows a good commitment to maintaining continuous improvements to the quality of her provision. She has implemented successful systems to evaluate the quality of her provision and to identify improvements, which will enhance the quality of care and learning for the children. For example, she is completing the Baby and Toddlers Quality Scheme in partnership with Bath and North East Somerset local authority. This includes keeping a reflective diary, evaluating and reviewing all aspects of her practice and obtaining the views of parents. The childminder has attended several training courses and workshops since the last inspection. These support her in meeting children's care and learning needs well.

The childminder has established successful partnerships with parents. She provides parents with comprehensive information regarding all aspects of her provision. She keeps parents informed through displays and daily discussion. Parents' views are valued and sought through questionnaires. Parents state they value the childminder's 'home values, such as table manners and tidying up', 'the small family style setting' in which children are 'getting lots of familiar attention'. Some children also attend other early years settings. However, the childminder has not formed effective links with these settings to promote children's learning and development further.

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 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 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	EY365898
Local authority	Bath & NE Somerset
Inspection number	844270
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	30/09/2008
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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