

Inspection date

7 April 2015

Previous inspection date

16 September 2009

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

Summary of key findings for parents

This provision is good

- The childminder has a good knowledge of children's individual needs through her effective assessment of their progress. Children are confident learners and develop secure attachments with the caring childminder.
- Children play happily in a safe and well-equipped learning environment. An abundant range of challenging toys and resources are easily accessible in well-labelled containers for children to choose independently.
- The childminder uses varied teaching strategies to promote children's learning. In particular, clear explanations and commentaries help children acquire the language skills they need for their future learning.
- The childminder uses self-evaluation productively to monitor her provision and identify key areas for improvement to enable the best outcomes for children.

It is not yet outstanding because:

- During some activities, the childminder does not always model counting to extend children's mathematical development.
- The childminder does not always share summaries of children's progress to involve parents more in their children's development and to reinforce learning at home.

What the setting needs to do to improve further

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

- extend children's mathematical development by modelling counting in their play
- share summaries of children's achievements with parents more frequently in order to involve them more in their children's development and to reinforce learning at home.

Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector observed the childminder's interactions with children.
- The inspector considered the written views of parents.
- The inspector sampled a range of documentation including self-evaluation, learning diaries, and policies and procedures.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder assesses children's progress effectively and has a secure knowledge of their next steps in learning to influence her future planning. Overall, there is good information sharing between the childminder and parents, such as key information on children's starting points and achievements at home. However, the childminder does not always share summaries of children's progress to help reinforce learning at home. The childminder's positive interactions promote children's learning effectively. For example, she described how she was filling the bucket with sand and demonstrated how to use the tools so that children were confident to have a go independently. The childminder does not use all opportunities to model counting to support children's understanding of mathematics. When children transferred counters into pots, the childminder encouraged them to count from one to three. However, she did not continue to model the larger numbers but repeated the counting from one to three, which did not build on children's knowledge.

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

The childminder is sensitive to children's needs. She reassures young children when unfamiliar adults are present. She provided comfort toys, which supported children's emotional well-being effectively, so that they were confident and happy to continue their exploration and play. Care practices effectively support children's well-being. The childminder is respectful as she changes nappies, providing clear explanations to reassure children. Children enjoy opportunities to play outside in the garden and on frequent outings as they develop their physical skills and explore nature. As children played outside, the childminder encouraged children's understanding of expectations. For example, she explained the possible consequences of their actions when they flicked sand with brushes, so that they learn safe practices. The childminder encourages children to take risks under close supervision, such as bouncing on the toy donkey, as young children gain confidence in their movements.

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

Through her observations, the childminder has developed action plans to improve her provision, for example, to develop the garden to enhance children's understanding of nature. She actively seeks advice from other early years practitioners to improve her skills and practice. She has increased her understanding of how to monitor the educational programme and plan stimulating activities since her last inspection. This means that children make good progress in their learning and development. The childminder maintains a safe and secure environment, which is thoroughly risk assessed. She has a good knowledge of safeguarding procedures to follow should she have concerns about a child.

Setting details

Unique reference number	EY390995
Local authority	South Gloucestershire
Inspection number	830311
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	16 September 2009
Telephone number	

The childminder registered in 2009. She lives with her husband and three children in Bradley Stoke, South Gloucestershire. The childminder works Monday to Friday for most of the year.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

