

Inspection date	16/12/2014
Previous inspection date	19/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 very happy and settled in the childminder's home. They form secure emotional attachments to the childminder and her assistants.
- The childminder plans a broad range of enjoyable activities that engages children's attention and supports their learning and development.
- A wide variety of toys and resources are fully accessible to children. This supports children in their learning and enables them to make choices in their play.
- The childminder and her assistants regularly attend training sessions. They use the knowledge and ideas gained to enhance children's learning and development.

It is not yet outstanding because

- Strategies to support and engage parents in shared learning activities at home with their child are not fully developed.

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 and their interaction with adults during activities.
- The inspector carried out a joint observation activity with the childminder.
- The inspector sampled children's learning journals and a sample of policies and procedures.
- The inspector had discussions with the childminder, her assistants and children at convenient times.
- The inspector checked the safety and suitability of the premises.

Inspector

Sarah Peacock

Full report

Information about the setting

The childminder registered in 2009. She lives with partner and two children in Winscombe, North Somerset. The childminder works with two assistants. The whole house is used for childminding purposes. The childminder has an enclosed garden for outside play. The family has two pet dogs. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll, eight of whom are in the early years age range. The childminder has an early years qualification at level 3. She is in receipt of funding for the provision of free early education for children aged three- and four-years-old.

What the setting needs to do to improve further

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

- further develop the systems used to support parents in children's learning, so that they can extend their child's learning activities at home.

Inspection judgements

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

The childminder and her assistants have a good understanding of how children learn. They plan a broad range of learning opportunities that challenges children in their learning and development. The childminder uses a good range of imaginative activities to promote children's physical development. For example, children eagerly take part in a yoga session, stretching and balancing in different positions. This supports children in developing their physical co-ordination. The childminder engages well with children, praising their efforts as they carefully follow instructions. The childminder and her assistants interact sensitively with children. They follow children's lead in child-led activities, using carefully chosen words to enhance each child's vocabulary. For example, the childminder teaches children to count and compare numbers and shapes as they complete shape puzzles. This develops children's understanding of mathematical terms. Children consequently make good progress in their learning and development. Children have plenty of opportunities to develop their personal and social skills. They are caring and friendly towards each other. Children play co-operatively together, taking turns during games and offering to help other children to complete puzzles.

The childminder provides good opportunities for children to develop their confidence and their language skills. For example, during the inspection, children enjoyed singing rhymes with the childminder, joining in enthusiastically with words and actions. Older children took it in turns to sing a song to the group. They enjoyed receiving applause from the adults and children, smiling and giving everybody a high five. Consequently, children become

confident communicators.

The stimulating indoor play environment is very well organised. The childminder provides a good range of resources. Children independently access toys and resources that promote their learning in all areas. Babies select from a good range of quality toys, fully accessible to them in small baskets on the floor. They investigate the contents of a basket, exploring an exciting range of textures, colours and materials.

The childminder observes and assesses children efficiently during activities. She uses this information to plan a good range of activities that interest individual children and fully promote their learning and development. The childminder effectively uses information gained from parents to plan initial activities that meets the needs of children that are new to the setting. She completes regular assessments, including a termly assessment for each child and the progress check for two-year-old children. This allows her to track children's progress and identify areas where children may need more teaching support or a greater level of challenge. The childminder shares these records with parents on a regular basis, to keep them informed of their children's progress. However, she has not yet fully established systems to actively engage and support parents to extend their child's learning at home.

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

Children form close emotional attachments with the childminder and her assistants. The children's names and their artwork are displayed on the walls, encouraging a sense of belonging in the childminder's home. The childminder has a very good understanding of the emotional needs of individual children. For example, during the inspection, she cuddled a baby after naptime until he was ready to join in with the activities.

The childminder works closely with parents to provide good quality care routines, tailored to the needs of the children. She gathers information from parents to promote consistency in babies' sleep routines, so that they have enough time to rest. Consequently, children are very happy and content and develop the confidence to independently explore their surroundings. The childminder and her assistants are good role models. They treat children respectfully, listening carefully when children speak and teaching and encouraging them through tasks. Children are polite and kind to each other, offering help to younger children. Adults gently remind children to say 'please' or 'thank you' when they occasionally forget. Therefore, children behave well and form strong relationships with the adults and other children.

The childminder and her assistants positively promote children's independence. Children prepare for snack time by chopping fruit, filling water bottles and carrying plates to the table. Children also develop independence in managing their personal care needs. They wash their hands thoroughly, while singing about germs, and dry their hands using their own towel. The childminder is committed to developing children's skills, so they are well prepared for the transition to school. After liaising with the reception teacher at the local primary school, she planned a series of adult-led activities to further develop essential

skills, including listening, speaking and understanding instructions.

There is plenty of space in the playrooms for children to play and explore. The childminder has organised the playroom very well, storing toys in labelled low-level units. This allows children to see the toys available to them and make choices in the learning. A wide selection of resources encourages children to practise their early writing skills both indoors and outside. The childminder makes very good use of the local environment to provide exciting learning experiences that help children to find out about the world. They use buses to travel to the local library and find out about animal care during regular visits to a local farm. The childminder has good procedures to keep children safe during outings, such as ensuring that children wear high visibility jackets.

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

The childminder has a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has developed the use of comprehensive policies and procedures to promote the health and well-being of the children in her care. She shares these policies with parents and they are effectively implemented by the adults in the setting. The childminder and her assistants have undertaken child protection training and they understand fully how to manage child protection concerns. This supports the childminder in promoting children's safety and well-being. The childminder provides a safe and secure environment for the children to explore. She carries out regular, detailed risk assessments of her house and garden to identify hazards and then takes steps to minimise them so children keep safe.

The childminder has a commendable attitude towards her professional development. Since the last inspection, she has completed a childcare qualification at level 3 and a range of local authority training to enhance her provision. For example, after attending a course on developing early writing skills, the childminder rearranged the environment and added extra resources. This has enabled her to make writing and drawing materials more accessible and writing more appealing. The childminder works alongside her assistants to identify training opportunities that improve their practice and therefore benefit the children in their care. The childminder observes her assistants' practice and gives balanced feedback to improve the quality of teaching that the children receive.

The childminder has developed very good knowledge and understanding of children's learning and development needs. She uses her knowledge of how children learn, along with her observations of individual children to plan activities to extend children's learning. Regular assessment allows the childminder to quickly identify if a child needs extra support. For example, the childminder worked together with parents to secure specialist advice and strategies from a speech and language therapist to promote the language development of a child in her care. Consequently, all children make good progress in all areas of their learning and development.

The childminder is able to identify areas for development within her provision and take

steps to bring about improvements that promote children's learning and development. She takes into account the views of parents and children to make improvements in the setting. For example, a parent requested that the childminder used more letters and sounds with the older children in preparation for school. In response, the childminder has purchased suitable materials which she uses to promote children's emerging literacy skills.

Relationships between the childminder and parents are strong. Parents are very supportive of the childminder and are greatly appreciative of her work with their children. She makes time for informal conversations with parents at the beginning and end of each session and she invites parents to attend termly parents' evenings to keep parents informed of their children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY394874
Local authority	North Somerset
Inspection number	838369
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	9
Number of children on roll	14
Name of provider	
Date of previous inspection	19/10/2009
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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