

Inspection date	03/11/2014
Previous inspection date	07/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder works closely with parents to provide children with consistent routines and comfort. As a result, children develop warm and trusting relationships with her.
- Children benefit from regular outdoor play to promote their health and physical development.
- The childminder encourages children to explore different media and materials to use their senses and promote their creativity outdoors.

It is not yet good because

- The childminder does not consistently make good use of her assessments to promote children's next steps for learning effectively. As a result, not all children make good progress with their speech and language development.
- The childminder does not always organise and adapt activities well to include babies and help them to explore a wide range of new and varied experiences.
- The childminder's self-evaluation system does not successfully identify or address all weaknesses in her practice to help her drive continuous improvement.

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 with the children, indoors and outdoors.
- 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 requirements of the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and two children in Paulton, Bath, North East Somerset. The whole of the ground floor of the house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has three children on roll in the early years age group. The family has a pet dog and two cats.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of assessments and activities to promote children's speech and language development more effectively.

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

- develop the organisation of activities to fully include babies and help them to explore new experiences
- develop the self-evaluation system further, to identify and address all weaknesses in practice, and to drive continuous improvement.

Inspection judgements

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

The childminder has a suitable knowledge and understanding of the learning and development requirements. She obtains information from parents regarding children's home life, needs, routines and development. This allows her to settle children in and provide activities they are interested in. The childminder observes children in their play and keeps written records of their achievements. She uses this information to monitor their progress and identify their next steps of learning. This helps children to make suitable progress in relation to their starting points. However, she does not consistently help all children achieve their next steps for learning in their play. For example, the childminder does not always provide opportunities for quieter children to talk, answer questions or share their views when more verbal children speak out first. In addition, she does not always respond to their non-verbal communications to promote their speech and language skills. As a result, some children are not making good progress in their

communication and language development.

The childminder interacts with a kind and gentle manner, providing support and encouragement to help children enjoy their play. She provides children with some challenge in their play by asking questions and providing new experiences. However, she does not always successfully shape and adapt the activities to fully include and meet the needs of babies. For example, babies were not able to see or be involved in the pizza making activity with the childminder and other children. Also, babies were not able to handle the book the children chose for the childminder to read. As an alternative, the childminder did not provide them with age-related books to look. Consequently, this does not help to promote babies' exploration well.

Children investigate different media and materials with their senses. For example, outdoors, children banged dinosaurs in a tray of dry leaves. They then added water which babies splashed with their hands and squeezed the wet leaves. The childminder sang songs about dinosaurs to keep them interested. Indoors, older children combined flour, oil, water and yeast to make pizza dough. They then rolled the dough and cut out shapes to make dinosaur pizzas. Children used scissors to snip ham toppings and later ate them for lunch. This promotes children's creativity, fine motor skills and interest in food to support their physical development.

The childminder keeps parents well informed of their child's progress. She provides a summary report every three months and the required progress check for two-year-old children. She gains information about what children are doing at home to include in her planned activities, such as providing more dressing-up opportunities to support children's interests. This helps to promote children's learning in partnership with parents.

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

Children are happy and settled in the childminder's care. Babies smile and cuddle into her for comfort and settle well at their sleep times. This demonstrates children are forming warm and trusting relationships with the childminder. The childminder works closely with parents from the start to meet children's needs and care routines and provide a clear daily routine of activities. This helps to support children in the move between their home and the childminder's care.

The childminder helps children to learn about what is expected of them and the feelings of others appropriately. She promotes her expectations consistently through patient reminders to help children learn to take turns and play kindly. As a result, most children learn to follow instructions, share and treat babies gently. The childminder encourages children to explore for themselves. She provides toy boxes throughout her home with picture labels for children to find things for themselves. This all helps children to develop the skills they need for starting school. The childminder also asks children questions to promote decision making and choices. However, quieter children do not always get the opportunity to respond in time.

The childminder provides a suitably clean and safe environment for children to promote their physical development. She supervises children to allow them to explore and move around freely and safely. The childminder teaches children about keeping themselves safe through her house rules. Such as, playing carefully around babies and standing still when playing at the kitchen counter. The childminder carries out daily checks throughout her home and garden. This helps to ensure safety measures are in place and the premises are suitably clean and secure to help protect children. The childminder provides children with lots of outdoor play time. In her garden, children ran around freely and used the swing, calling out excitedly, 'look at me' and 'watch this'. The childminder encouraged them further with praise and commenting on how high they were swinging. This helps to promote children's physical development.

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

Overall, the childminder has an appropriate knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a secure understanding of her role and responsibilities to help safeguard children's welfare. She is aware of the correct procedures to follow in the event of any concerns. The childminder completes risk assessments for her home and the outings children go on. She implements her policies and procedures appropriately for all aspects of her provision. This further helps to safeguard children's welfare. However, the childminder failed to inform Ofsted of a change to her family members. This has no impact on the care of children. The childminder is now fully aware of the requirement to inform Ofsted of any significant changes in the future.

The childminder has systems for evaluating the quality of her provision and to drive improvements to her childminding practice. She completes a quality improvement development plan which prioritises some areas for improvement. The childminder has already implemented a number of changes to the benefit of those in her care. For example, she has improved partnerships with parents by revising her all about me forms and the information she gathers. This helps her to meet children's needs consistently from the start. The childminder has addressed most of the recommendations raised at the last inspection. This includes implementing a more accurate system to monitor, assess and plan children's learning and improving the storage of toys to help children choose for themselves. However, the childminder's self-evaluation system is not sufficiently effective to identify all weaknesses in her provision. Such as, promoting children's communication skills and keeping Ofsted informed of changes.

The childminder establishes secure partnerships with parents, providing them with information about her provision, including her policies and procedures. She keeps parents informed with displays, e-mails, face-to-face communication and home diaries for babies. Parents share their views of the childminder's provision by completing comments in the learning journals. These working partnerships help to meet children's needs consistently.

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	EY406294
Local authority	Bath & NE Somerset
Inspection number	844965
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	07/10/2010
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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