

Inspection date	03/12/2014
Previous inspection date	27/05/2011

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 enjoy their time with the childminder and form close relationships.
- The childminder interacts well with the children to develop their communication skills through her consistent commentary on children's activities and routines. She is respectful in her questioning and gives children the opportunity to think and respond.
- The childminder provides a broad range of experiences across the educational programme that encourages children to explore, investigate and test ideas independently.
- The childminder has a positive attitude to her professional development using every opportunity to learn from experienced childminders. She accesses relevant and ongoing training to meet the needs of the children.

It is not yet outstanding because

- The childminder has yet to label resource boxes. Consequently, children do not always match objects to the boxes when they tidy away, make independent choices about their play or to support their early reading skills.
- The childminder does not use all opportunities to introduce number names and model counting to enhance children's mathematical development.

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 playing inside.
- The inspector observed the childminder's interactions with children and talked to her throughout the inspection visit.
- The inspector sampled a range of documentation including the written views of parents, self-evaluation and learning diaries.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder was registered in 2010. She lives with her husband and son in Portishead, North Somerset. Minded children have access to all areas of the home. There is a garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. At present, the childminder cares for two children in the early years age range. The childminder has an early years qualification at level 3. She receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- label the resource boxes with picture and words to encourage children's independent choices and early matching and reading skills
- provide further opportunities for children to count and become familiar with number names.

Inspection judgements

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

The childminder gains key information from parents as children start at the setting. This means that she is able to use this information to plan initial activities to help children settle. The childminder makes detailed observations of children's engagement in activities and provides a summary of what children know and can do to share with parents. She assesses children's progress well, identifying their learning priorities to influence future planning.

The childminder provides individual support to help children develop good communication skills. For example, during the inspection the childminder read stories emphasising particular words to build on children's vocabulary. She responded well to young children's babble, asking age-appropriate questions. When children pointed to the illustrations she described them and made links, such as identifying their noses to compare to those of the dogs in the picture. The childminder was respectful and gave children time to respond to questions before reinforcing their understanding, by demonstrating that lions roar and emphasising the initial sound of the word.

The childminder provides an assortment of open-ended resources to help children's creativity. For example, children enjoyed building with the wooden blocks. They explored

the blocks banging them together. The childminder provided an ongoing narrative to children's actions to build on their developing language skills. Children demonstrated good small muscle skills as they carefully placed blocks on top of each other. The childminder used this opportunity to count the blocks to introduce young children to number names. However, the childminder does not consistently support children to develop their counting skills and knowledge of number names. For example, she did not model counting as children beat the drum exploring different musical instruments or by counting toy letters as children filled and emptied the post box.

Children enjoyed the planned activity organised by the childminder. For example, children confidently explored and manipulated the play dough. The childminder gave children time to experiment with the different tools praising their attempts as they tested their ideas. She modelled how to use the cutters and scissors for the children to copy. Children confidently asked the childminder for help and passed the rolling pin to the childminder stating 'Roll, roll'. The childminder provided a clear narrative to reinforce children's language, by asking 'Do you want me to help you roll the dough?' The childminder has good understanding of children's next steps in learning and uses this information well to plan activities with a clear learning objective. For example, the childminder had planned the play dough activity to provide children with more sensory opportunities and to build confidence in their abilities to explore new equipment. The quality of teaching is good, which results in children achieving well.

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

Children are comfortable in the homely environment where they form close relationships with the childminder. Parents comment that she has an 'amazing rapport' with children. The childminder knows children well and supports their emotional well-being effectively. She reassures them when unfamiliar adults are present, cuddling them close to share a story until they are confident to explore independently again. Children behave well as they are clear about the childminder's expectations. The childminder is a positive role model and praises children consistently for their achievements always making it clear what they have done well. She always explains to children what they are doing so that they begin to understand familiar routines in readiness for their future learning.

The childminder organises the environment well to support children's current interests. She provides a broad range of resources and extends these regularly to promote learning, such as the recent addition of a treasure basket for younger children to explore. The childminder stores resources at a low level so that children can reach them. However, she has not labelled these with pictures and words to help children organise and match objects when they are tidying away, and to support their early reading skills and independent choices.

Young children have a growing understanding of their own needs to maintain their health and safety. For example, children confidently reach their drink on the table when they are thirsty. The childminder supports their understanding of safety well, by providing gentle reminders to sit down while they drink so that they do not choke. Children applaud

themselves when they follow simple instructions carefully, as they put the cup back on the table to avoid spillages, demonstrating that they are beginning to understand how to keep themselves safe. The childminder reminds children of hygienic practices, such as putting their hands in front of their mouths when they cough and washing their hands before they eat. The childminder provides healthy and nutritious snacks and meals. For example, children are encouraged to make healthy choices at snack time choosing from strawberries, blueberries and banana. The childminder encourages children to peel the banana, which effectively helps them to develop independent skills in readiness for their eventual move to school.

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

The childminder has good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She provides a safe and secure environment, which is risk assessed regularly to maintain children's well-being. The childminder's risk assessments include outings, enabling her to take appropriate equipment and support children's understanding of safety. The childminder monitors collection arrangements well, enabling only known and familiar adults to collect children. The childminder has good understanding of child protection issues and her responsibility to report any concerns she has about a child in her care to appropriate agencies.

There is good partnership working with parents and other early years settings the children attend. Parents comment favourably about the childminding service stating that the childminder 'is approachable, friendly and keeps us updated on every aspect of our children's lives'. The childminder uses discussions with the key person at other settings and a communication book to share information so that there is consistent practice to support children's care, learning and development.

The childminder uses self-evaluation productively to drive improvement. She has good understanding of the strengths and weaknesses of the provision and has developed a clear action plan for improvement. For example, she wishes to enhance outdoor provision by making resources more accessible and to involve parents further in children's learning diaries. She has a positive attitude to her professional development. She regularly attends network childminding groups and shares practice with other childminders and her early years development officer. She has accessed relevant training to improve outcomes for children, recently achieving an early years qualification at level 3. The childminder has made good improvements since her last inspection and has addressed all recommendations. For example, there have been sound improvements in the communication between the childminder and other early years settings children attend. In addition, the childminder has made improvements to her planning and assessment arrangements. Consequently, she has good understanding of how children learn and monitors their progress well. This leads to children making effective progress in their learning and development in line with expectations.

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	EY419998
Local authority	North Somerset
Inspection number	845238
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	27/05/2011
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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