

Inspection date	28/07/2014
Previous inspection date	21/09/2011

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		2
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 and her assistant promote children's safety well.
- Children play cooperatively in their role play and develop their stories imaginatively.
- Children have good opportunities to make choices about their play to gain independence.
- Children are familiar with good hygiene practices to safeguard their health and well-being.

It is not yet good because

- The childminder does not always identify children's next steps in learning accurately so that she can use this knowledge to shape children's learning by planning activities with sufficient challenge.
- The childminder does not share information consistently with all early years settings children attend or gain information from parents about their children's achievements at home to enable her to use this information productively to influence future planning.
- On occasion, the childminder and assistant's interactions do not support children to count, sort and develop early calculation skills.

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 and outdoors.
- The inspector observed the childminder and assistant's interactions with children.
- The inspector talked with the children, the childminder and assistant at convenient times.
- The inspector sampled a range of documentation, including learning diaries, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2010. She lives in Keynsham, near Bath in North-East Somerset. The whole of the property is used for childminding and there is an enclosed garden for outside play. The childminder works with an assistant.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 19 children on roll in the early years age range who attend on a part-time basis. The childminder also cares for older children. The childminder supports children learning English as an additional language.

What the setting needs to do to improve further

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

- use assessment arrangements to ensure a sound understanding of children's next steps in learning so that future activities are planned to challenge children's development
- maintain a two-way flow of information with parents and other early years settings children attend to ensure information is used productively to support children's learning and development.

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

- increase interactions with children to promote children's interest in number and to develop their early calculation skills
- strengthen the use of self-evaluation systems to identify key areas for development to improve the provision and outcomes for children.

Inspection judgements

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

The childminder plans a range of activities across the areas of learning that support children's interests. There are some focused activities; however, these do not always provide enough challenge to support children's learning fully. For example, while children explore the jelly and shaving foam to retrieve shells they talk about how it feels, such as 'it is soft' and 'it feels cold'. The childminder and assistant do not challenge children

further in their questioning, such as to ask children to count the shells, sort them or count combined groups to support their early calculation skills. Children use mathematical language appropriately, such as describing how they have 'collected a lot' and how there is 'more' to find.

The childminder gathers information from parents about their child as they start at the setting so that she is aware of children's routines, interests and starting points. However, the childminder does not maintain this sharing of information and parents are not encouraged enough to share information about their children's achievements at home or at other early years settings they attend. This has an impact on their learning and development and what the childminder knows about the progress they make elsewhere. The childminder makes some useful observations of children's engagement in activities in a daily communication book that she shares with parents. Following guidance from the local authority's early years advisor the childminder is implementing a summary of children's progress, to complete three times a year. As yet, this has not been used effectively for all children as the childminder is unsure of how to identify next steps for children accurately. Therefore, she cannot use this information to shape future learning experiences to challenge children further.

Children play cooperatively together in their role play. They assign roles and use their imagination well as they pretend to be dogs on leads. Children give clear explanations to each other and communicate well. For example, children explain that if they 'woof' twice it means they need a hug. Children learn to resolve conflicts independently, such as sharing the lead for the dog. Children explain that when they have walked the dog to the shop then their friend can have a go. The childminder provides a commentary on children's actions so that they put words to their actions to develop their communication and language skills. For example, the childminder comments 'you've been shopping. What's in your bag?' Children enjoy dressing up, helping each other to do up the fastenings.

The childminder and assistant help children to gain the skills they require for their move to school. For example, children learn to recognise and write their name as they join the dots together and they gain confidence to explore larger equipment through reassurance and clear instructions from the childminder or her assistant. Children enjoy exploring early writing skills as they make shapes and patterns on the patio and house. Children solve problems appropriately. For example, when children cannot reach the top of the playhouse they request a stool to stand on. The assistant provides clear instruction to the children as they learn to play noughts and crosses, taking turns appropriately so they gain new skills.

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

The childminder and assistant provide a well-resourced learning environment. Toys and resources are easily accessible in the dedicated playroom at a low level so that children develop good independence skills as they make choices about their play. There are familiar routines which help children learn about the house rules and expectations and feel secure and safe. For example, on outings children are aware that they need to wear wristbands with the childminder's mobile phone number displayed in case they become

lost. Children have a good sense of belonging within the childminder's home as the childminder displays their creations and photographs of the activities they enjoy.

Children learn good hygienic practices as they recognise the importance of washing their hands before they eat. The childminder has good knowledge of all of the children's special dietary requirements and adapts her menu to meet each child's specific needs. The childminder provides children with healthy and nutritious snacks and meals, such as soft cheese and breadsticks with apple and orange. Children relish the responsibility of helping to pass out the bowls for snack as they develop good independence skills for their future learning. Children recognise the initial letter of their name as they find their drink bottles, which are in easy reach in case children become thirsty. Children are keen to see how fruits grow. For example, after they visit a local supermarket to choose their fruits children decide to plant the stone from their apricot and pips from their apple. Therefore, children learn how to care for living things.

Children have good opportunities to play outside and to be active. They negotiate space well as they push the buggy and manoeuvre the scooter to create different pathways. Children bounce on the trampette safely, commenting on how high they can bounce as they count their jumps, developing their mathematical skills. Children learn how to keep themselves safe through daily routines and activities. The childminder and assistant provide clear explanations to children about the importance of wearing sun cream when they play outside. The assistant reminds children to wear shoes when they are playing on the scooters so that they do not hurt their feet.

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

Generally, the childminder has a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains an accurate record of children's attendance and has suitable procedures to enable authorised adults to collect children so they remain safe. The childminder provides a safe and secure environment, which she thoroughly risk assesses. There are appropriate systems in place to ensure the suitability of assistants working at the premises, which include appropriate vetting procedures and knowledge of policies and procedures. The childminder and assistant have appropriate understanding of the possible signs that may indicate concerns about a child's welfare. They know the procedure to follow if they have a concern about a child in her care to help to maintain their well-being.

The childminder takes time to communicate with some other early years settings the children attend, although this is not consistent for all children. This means that the childminder does not share pertinent information about all children's learning and development and use it fully to influence future planning. The childminder has worked in partnership with other professionals to support children with special educational needs and/or disabilities to meet their specific needs. The childminder is beginning to work in partnership with parents to develop support for children learning English as an additional language. For instance she obtains key words in children's home languages to support

their communication and language skills. She provides all parents with information about the setting and their children's daily activities so they understand how she cares for their child.

The childminder has sound understanding of the learning and development requirements of the Early Years Foundation Stage, overall. For example, children enjoy a balance of experiences across the educational programmes. Assessment arrangements provide a broad overview of children's achievements. The childminder has not embedded systems to summarise children's progress and identify next steps in learning fully to enable all children to make good progress. The childminder obtains limited ongoing information from parents about their children's achievements at home. Therefore, accurate information is not consistently available to plan activities that challenge children appropriately. This is a breach in legal requirement.

The childminder uses self-evaluation satisfactorily to drive improvement. For example, she has improved children's access to outdoor play by providing an artificial surface that they can use in all weathers. She has developed her resources to provide more sensory experiences and for children to access natural objects. However, the monitoring of the provision has not successfully identified all areas for improvement stemming from her last inspection and this has meant the childminder has breached learning and development requirements. This has an impact on learning outcomes for children. The childminder has been proactive in accessing relevant training to improve the service she provides, such as training to support her understanding of how to carry out the progress check for children aged two and how to support children with autism.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY423971
Local authority	Bath & NE Somerset
Inspection number	845326
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	21/09/2011
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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