

Inspection date	08/10/2012
Previous inspection date	03/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 happy and eager to learn as they have secure relationships with the childminder who provides a caring environment.
- The childminder is a good role model using consistent and clear boundaries with children who develop a good understanding of acceptable behaviour. Children's self-esteem is effectively promoted through frequent praise.
- Effective assessment arrangements clearly identify children's next steps in learning.
- The childminder has a good understanding of how to promote the health and safety of children and as a result they become increasingly independent.

It is not yet outstanding because

- Activities and opportunities for children to participate in and share experiences and knowledge from different parts of their lives with each other are few.
- The childminder is not proactive in developing a fully shared approach with parents to support children's learning.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 inspection was carried out by one inspector.
- Observations were carried out inside the provision.
- The inspector had discussions with the provider.
- The inspector viewed children's assessment and planning records.
- The inspector viewed documentation including the written self-evaluation, written parent evaluations, a selection of policies, procedures and child records.

Inspector

Debbie Starr

Full Report

Information about the setting

The childminder registered in 1995. She lives with her husband and adult son in Chipping Sodbury, South Gloucestershire. The whole of the childminder's house is used for childminding. There is an enclosed garden for outside play. The family has one pet, a guinea pig.

The childminder is registered on the Early Years Register and on the compulsory and

voluntary parts of the Childcare Register. The childminder provides care Monday to Thursday each week. She currently has seven children on roll on a part-time basis, of these; three are in the early years age group. The childminder walks to the local school and pre-school to take and collect children. The childminder attends local parent toddler and childminding groups and takes children on outings to local places of interest.

What the setting needs to do to improve further

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

- provide activities and opportunities for children to participate in and share experiences and knowledge from different parts of their lives
- explore different ways to fully engage all parents in their children's learning as part of the ongoing observation and assessment cycle

Inspection judgements

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

Children are progressing well in their learning and development as the childminder has a good knowledge of the seven areas of learning. She provides a stimulating range of activities, and this means young children are eager to learn, well engaged, and develop increasing levels of concentration. These skills help to prepare children for the next stage in their learning and school. All children communicate well and the childminder is skilled at supporting children's communication and language development. This means children operate within their developmental milestones. Children's language is extended through repetition as they are introduced to new words such as 'Halloween' and recall words such as 'pumpkin'.

Children establish warm and close relationships with the childminder; they respond well to her and engage enthusiastically in activities. For example, they participate eagerly in cookery activities. This gives them good opportunities to develop and practise manipulation skills as they choose and use spoons of varying sizes to scoop, mix and fill containers with cake mixture. Children develop good mathematical understanding. They refer to size saying 'I want the big one'. The childminder models language well such as 'fast' and 'slow' and later children spontaneously repeat this as they mix ingredients. Children delight at their achievements as they successfully crack an egg into the mixture, count each time and state 'I did it '. The childminder provides children with opportunities to play on their own. For example, they select felt pens and crayons and draw lines on

paper. They line crayons up and spontaneously count correctly up to the number three. Children are attentive and independently attempt to remove stickers from backing as demonstrated by the childminder, asking for help when needed. Children learn about their local community and the world around them as they visit local places of interest such as, animal farms. Children have few opportunities to participate in activities and share experiences that reflect their own and others different backgrounds and cultures.

The childminder is aware of the implementation of the two-year check, but has yet to put this in practice. However, the overall assessment processes are securely in place to support children's good progress. Parents are encouraged to support and share information about their child's learning. However not all parents are fully engaged in supporting their child's learning at home. The childminder identifies well what children can do and plans effectively for their next steps in learning, as reflected in their developmental record folder and photo journal which contains both written and photographic evidence.

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

Children are very comfortable and secure with the childminder who forms close attachments with them. Children show they feel safe and are confident to approach unfamiliar adults when in her care such as, the inspector. Children independently use well-organised resources set out at floor level and from storage containers and therefore can make choices about their play. The childminder values children's uniqueness and is a good role model. Children have high levels of self-esteem and motivation, as their achievements are frequently praised. Children are well behaved, happy and eager to engage and join in.

Children demonstrate a good awareness of hygiene routines, personal safety and independence from an early age. Children spontaneously and frequently wash their hands prior to and during cookery and messy activities. Children demonstrate an understanding of hazards and assessment of risk. They independently re-adjust stools to reach taps in the toilet and work surfaces in the kitchen, ensuring safe participation in activities. There are good opportunities for children to be outside and active in the fresh air such as, daily walks to school, visits to parks and outside play at toddler groups. The childminder promotes safety well on outings and within the home. For example, she discusses road safety with the children and they regularly practise evacuation procedures. The childminder works closely with parents to ensure the individual needs of children are met. Frequent discussion with parents ensures children benefit from healthy, balanced and nutritious snacks and meals provided from home. Regular cookery activities and the offering of alternatives such as, bread sticks and different fruit at snack times encourages children to try a variety of foods when in the childminder's care.

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

The childminder provides a safe and secure environment where she assesses risk well. Children are suitably supervised when on outings and when playing in the home and

garden. She regularly evaluates and monitors the provision. For example, a door bell fitted to the back gate alerts her to those wishing to gain entry to the premises, consequently children's safety is promoted. The childminder has good understanding of the welfare requirements of the Early Years Foundation Stage. For example, the childminder ensures children's individual needs are well met if they have an accident and appropriate records are kept. The childminder has good understanding of child protection issues gained through relevant training and she knows the procedures to follow should she have concerns about a child's welfare. The childminder has a good, secure understanding of the learning and development requirements. This ensures children receive a broad range of experiences to help them progress towards the early learning goals. Regular monitoring of the educational programme in conjunction with the local early years development worker is effective. This supports the childminder's clear understanding of children's abilities and progress.

The childminder has a good commitment to improving her service. For example, she evaluates her practice effectively using a written self-assessment to identify areas for improvement. She obtains regular feedback from parents and acts upon their ideas to develop her practice. She has recently updated and shares her policies with parents. She is well-organised and all documentation to support the effective running of her provision is easily accessible and regularly reviewed. She has accurately assessed her training needs, accessed relevant courses to support children's learning such as 'Every Child a Talker' and developed resources to effectively support children's communication and language skills.

The childminder successfully develops effective partnerships with practitioners at other early years settings that children attend to ensure continuity in children's learning and care. The childminder understands her responsibilities to engage with other professionals and key agencies should the need arise. The childminder establishes good relationships with parents who express high levels of satisfaction of her service through written feedback. The childminder regularly shares information about the children's activities and progress with her. Parents are able to contribute to their child's development record. However, the childminder has not fully explored different ways to encourage this and the sharing of information about their children's learning at home as part of the ongoing observation and assessment cycle

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	136430
Local authority	South Gloucestershire
Inspection number	885912

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	03/06/2009
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 that are usually their 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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