

Inspection date	11/01/2013
Previous inspection date	19/01/2010

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

- Relationship between the childminder, co-childminders and children is strong. Behaviour is good. Children share toys happily and cooperate well with each other.
- There is good opportunity for children to learn about words, shapes and numerals in a purposeful context.
- There is good opportunity for children to reflect on equality and diversity, and share different culture. Resources to develop children's communication and language are good.
- The childminder keeps parents fully informed of their children's progress and provides ways to support children's learning at home. She works closely with co-childminders, parents, children and outside agencies to develop her childminding provision.

It is not yet outstanding because

- Children are not always able to practice their early writing 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
- 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 inspector spoke with the childminder and co-childminders at appropriate times throughout the observations.
- The inspector looked at the children's observation records, a selection of policies and children's records.
- The inspector spoke with parents.
- The inspector observed activities taking place.

Inspector

Sandra Croker

Full Report

Information about the setting

The childminder has been registered since 2007. She lives with her husband and two children in Weston-super-Mare. The childminder uses the ground floor of her house for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She is currently minding 15 children in the early

years age range. The childminder offers care each working day between the hours of 8am and 6pm.

The childminder takes children to and collects them from local schools. She attends the local children's groups and takes children to the park and library. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors

Inspection judgements

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

Children eagerly arrive at the childminder and are quickly engrossed in playing with other children, sharing their experiences as they play. The childminder encourages children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities. For example a toy set of wild animals encourages a great game between the children. The childminder encourages children to sort the animals using colour, size and pattern. Children eagerly count in sequence as they look for another animal to match the one in their hand .

Behaviour is good as children effectively share toys throughout activities. The childminder regularly listens perceptively to, carefully observe, and skilfully question children during activities. The childminder has high expectations of all children based on accurate assessment of children's prior skills, knowledge and understanding. She has a secure knowledge and understanding of how to promote the learning and development of young children.

Children have many opportunities to extend their communication and language. The childminder reads stories that they know and love, and children repeat words and phrases. They talk excitedly about the story and the childminder helps children expand on what they say, introducing and reinforcing the use of more complex sentences. There is an interesting cosy book area with dual language books, thoughtfully matching the language of children. Children happily sing along to a selection of electronic books. Children make good progress in their learning. All children are generally working comfortably within the typical range of development expected for their age. They are enthusiastic and keen to

learn, preparing well for their next developmental stage. The childminder successfully engages parents in their children's development and learning, keeping them well informed of achievement.

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

Children successfully work as part of a group, and understand and follow the rules. They happily take changes of routine in their stride. For example, recent flooding made the outside area unsafe and they eagerly enjoy alternative activities. The childminder successfully supports children to develop positive relationships, encouraging children to play with a variety of friends, so everyone is included.

Children happily take risks and explore a new toy with a lever mechanism to blast balls of dough into the air. They enjoy caring for the resources, and independently pack away the puppets into a box. Children show they feel safe, confidently experimenting with equipment, and young children move around easily, in an enabling environment. There is a stimulating, welcoming environment, both in and outdoors supporting children's all-round development and emotional well-being. Resources include small world toys, construction sets, threading and posting toys, dolls' clothes and material for collage and drawing. However, children are not always able to independently practice early writing skills.

The childminder helps children learn to be independent and encourages them to manage their own personal needs competently in relation to their age. During mealtimes, the childminder gives children opportunity to talk about what they like to eat, while reinforcing messages about healthier choices. Parents report helpful guidance on the healthy content of children's lunchboxes. Children enthusiastically chat about energetic play in the park and garden. Children know the importance of physical exercise and a healthy diet to promote their good health.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She successfully fulfils her duties by not permitting people to have unsupervised contact with the children if they have not had their suitability checked. She rigorously implements all required policies. There are good procedures in place to promote equality of opportunity and for supporting children with communication and language difficulties. The childminder promotes and values diversity and difference well. For example, whilst playing with dough children match shapes to Chinese symbols and practise picking up pretend play dough meals with chopsticks. She is alert to any issues for concern in the child's life at home or elsewhere. The childminder effectively takes lead responsibility for safeguarding children in her care, ensuring she keeps her co-minders up-to-date with requirements. She makes sure that children receive good supervision, and decides effectively how to deploy staff to

meet children's needs. The childminder has clear and well-understood policy, and procedures, for assessing any risks to children's safety, and reviews risk assessments regularly. Parents report their involvement in robust assessment of these, and discuss with the childminder how they travel in her car. Thorough self-evaluation takes into account the views of co-childminders, children and their parents.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She works supportively with parents to promote progress, and to ensure children are ready for school. For example, parents report their children develop good independence skills by hanging up their coat and organising their belongings in a drawer. Good educational programmes involve activities and experiences across all areas of learning. The childminder effectively considers the individual interests of each child, and uses this information to plan enjoyable experiences. There is a good mix of adult-led and child-initiated activity. The childminder successfully observes children to understand their level of achievement, interests and learning styles, and shapes learning experiences for them.

She attentively addresses any learning and development needs in partnership with parents. Parents participate in appropriate progress checks when their children are between two and three years of age. Strong partnerships with parents and external agencies help secure appropriate interventions for children to receive the support they need. The childminder consistently reviews, monitors and evaluates the effectiveness of the quality of learning opportunities.

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	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	EY365437
Local authority	North Somerset
Inspection number	815518
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	19/01/2010
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 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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