

<b>Inspection date</b>	14/01/2013
Previous inspection date	05/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder is alert to the safety of children. She keeps children safe whilst not inhibiting their risk-taking.
- Children of all ages play well together. The atmosphere is warm and loving, and there is a strong family atmosphere.
- The childminder keeps parents fully informed of their children's progress and provides ways to support children's learning and behaviour at home.
- The childminder joins in play sensitively, fitting in with children's ideas, encouraging them to explore. She develops children's communication skills, fostering their enjoyment of talking.

#### **It is not yet outstanding because**

- There are fewer opportunities for children to learn about some aspects of early literacy and mathematics in ways that are meaningful to them.

## 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 observed children's activities and the childminder's interaction.
- The inspector looked at the children's observation records, a selection of policies and children's records.
- The inspector talked with the childminder about her practice.
- Parents' views were considered by the inspector through interview.
- The inspector walked with the childminder to collect children from school.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

The childminder has been registered since 2008. She lives with her husband and two children in Nailsea, North Somerset. The childminder uses the whole of the house for childminding purposes. There is an enclosed garden for outside play. The childminder and her family are vegetarian and while meals provided reflect this, minded children may bring additional items in packed lunches if required.

The childminder is also registered on the compulsory and voluntary part of the Childcare Register. She is currently minding seven children in the early years age range. The childminder offers care each working day between the hours of 7.30am to 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.

### **What the setting needs to do to improve further**

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

- create an environment rich in print where children can learn about words and numbers, for example, through using names, signs and posters.

### **Inspection judgements**

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

All children in her care eagerly come out of school to see the childminder. She finds out about their school day, so knows what they have been doing. They find plenty to talk about on the way home. Toddlers eagerly shout names of animals they see and hear, and enjoy pointing out aeroplanes overhead. The childminder responds to all children attentively and makes sure they all join in. The childminder gives children a chance to watch the recycling lorry outside the house, as they show interest in its flashing lights.

Children of all ages and abilities make good progress in their learning. The childminder demonstrates high expectations, enthuses, engages and motivates them. Parents report their children enjoy doing things for themselves, such as hanging coats on a named coat peg in the hallway. The childminder engages successfully with all parents. They contribute to initial assessments, and are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home.

There is an exciting playroom opening into the lounge. Toddlers enjoy making marks with chalks on the chalkboard, trying to imitate older children that are also minded. They take a container with a train set into the lounge, and play happily creating pathways for the train. There is a wide range of resources available providing good opportunity for rich play. Toddlers excitedly roll a ball along the track they have made. The childminder celebrates their inventiveness. Inside the playroom, young children find the post box, and concentrate intently on posting the plastic mail through the letterbox. The childminder describes the letters, as children post them, widening their vocabularies. The pictures

interest children, so she describes what she sees on them, and provides a commentary on their activity.

Children are interested and keen learners. The childminder provides them with an broad range of experiences and activities covering the most important areas of learning well. There is a good selection of books, and children sit quietly to enjoy them. She provides interesting and challenging experiences that meet the needs of all children. However, there are fewer chances for children to learn about and use words and numerals in practical ways around the childminder's home.

Children enjoy experimenting with a good selection of musical toys. They use a collection of technological toys excitedly where they turn a knob or lift a flap to create sound and light. Children choose from a good selection of resources that they recognise, such as a camera, computer keyboard or phone. Children acquire the skills to develop and learn successfully, and to be ready for the next stages in their learning. The childminder has a secure knowledge and understanding of how to promote the learning and development of young children.

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

Relationships are very good. The childminder helps toddlers know when they hurt other children, so they learn appropriate behaviour. She is good at teaching children how to manage their feelings. Children experience a warm, welcoming family environment. There are good established routines which school aged children help the younger children to follow. Toddlers excitedly play with older children. They eagerly follow instructions to throw, roll, kick and chase a selection of different balls. The childminder skilfully supports their confidence with words and responds to their body language. When they make contact with the ball and clap with delight. The childminder is alert to their safety, and plans supervised time for young children to play energetically with the older ones, so they do not come to harm. She points out when it time to play quietly, so young children can rest too.

Children's behaviour is good and toddlers respond well to boundaries with encouragement and support. All children show they feel secure by how they behave. There are clear, well-explained, reasonable and consistent limits so they sense it is safe. The childminder provides good support and children confidently take risk, excitedly exploring their well-resourced environment. Children are competent at managing their personal needs relative to their ages. Young children enjoy playing with the water as they wash their hands before mealtimes. Children eat a very healthy selection of food. Young children eagerly try new food textures and tastes as they sit at the table. Children communicate confidently with the childminder using different everyday words linked to their meal. She skilfully builds their vocabularies by giving them choices of foods they might like to try, placing them within reach. The childminder expertly models building sentences by repeating what children say. Communication development is good, so children prepare well for their next developmental stage.

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

The childminder has a good understanding of her responsibilities to meet the safeguarding requirements of the Early Years Foundation Stage. She successfully helps children learn in a healthy, safe and secure environment. The childminder promotes good health, manages behaviour and maintains records, policies and procedures well. She knows how to identify, and respond to concerns about children's welfare and has a current paediatric first aid certificate. Parents report she promotes children's good health by strictly adhering to good infectious disease procedures and implementing responsible procedures, for administering medicines. She has robust health and safety procedures, which cover identifying, reporting and dealing with accidents. The childminder involves parents in procedures for assessing any risk to children's safety, and they review risk regularly. For example, they discuss risks involved at a play barn, adventure play-park, considering its suitability for individual children. The childminder rigorously promotes equality of opportunity for children in her care, addressing the individual needs of them all. She has a good understanding of how to support each child's personal, social and emotional development.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. She successfully provides a secure foundation through learning and development opportunities, planned around children's needs and interests. She monitors educational programmes carefully to provide a broad range of experiences helping all children progress. She is good at planning opportunities focusing on how children learn. The childminder provides predictable routines so young children make connections in their experiences and feel secure. For example, toddlers wake from their afternoon nap eager to collect the older children from school. She has a good understanding of areas of learning and how children learn.

The childminder assesses, and monitor children's development well. This is done in close partnership with parents and, when required outside agencies. She establishes productive partnerships with parents, external agencies and other providers. The childminder stays up-to-date with new requirements introduced into the early years framework. For example, she plans to assess children at aged two years, following her recent training. The childminder c evaluates her provision competently, using the views of parents. This analysis successfully transfers into practice to set challenging targets for improvement. A new playroom provides exciting learning opportunities strongly supporting children to be independent, evolving out of careful monitoring of their views.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	EY382059
Local authority	North Somerset

<b>Inspection number</b>	815815
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/03/2009
<b>Telephone number</b>	

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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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Piccadilly Gate  
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