

Inspection date	14/01/2013
Previous inspection date	22/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- There is a strong partnership between parents and the childminder. The childminder keeps parents well informed about their children's progress.
- Behaviour is very good. The childminder provides flexible routines and children enthusiastically pursue their own interest. Relationships are strong at all levels.
- Children have exciting sensory experiences, using interesting materials, to explore colour and texture. The childminder helps children use a variety of communication strategies, including signing.
- They have regular opportunity to move energetically, and enjoy rhythmic patterns in rhymes and stories, during movement sessions.

It is not yet outstanding because

- Although children enjoy outdoor play to promote their physical development, opportunities to learn about numbers, words and shapes are not always fully supported.
- The childminder does not do all she might to develop young children's literacy and love of books.

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 compulsory part 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, co-childminder and assistant 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 in the main playroom, dining room and conservatory at the back of the house.

Inspector

Sandra Croker

Full Report

Information about the setting

The childminder registered in 2008. She works with another childminder at that childminder's house in Nailsea. The whole of the house is available for use. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 13 children on roll in the early years age range.

The childminder offers care each working day between the hours of 8am to 5.30pm.

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:

- encourage younger children's interest in books by using familiar everyday objects for example by making photo albums to reflect things the children know and love
- make more effective use of outdoors, by providing opportunities for children to recognise numbers, shapes and words.

Inspection judgements

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

The childminder provides motivating experiences that meet the needs of all children. Children are keen to arrive and immediately start to play with a wide range of easily accessible, interesting resources. For example, they eagerly push different wheeled toys around a play mat. Older children happily join younger children's games, encouraging discussion about the size of vehicles, and direction of travel. Children make good progress across all areas of learning. They make good use of the available toys and resources, which help them in their learning. For example, children develop their interest in different occupations and ways of life as they push around fire engines, ambulances and toy trucks collecting rubbish. The childminder provides many opportunities for children to develop their literacy skills. Older children eagerly sit in the book area browsing the exciting collection of books. They like listening to the childminder read, enthusiastically anticipating key events, and phrases. Younger children join in with enthusiasm as she uses lively expressions as she reads. The childminder has high expectations of all children based on accurate assessment of children's prior skills. Parents share observations of their children, and are kept informed of their children's progress. Partnership, with outside agencies is good, and appropriate contact is made when necessary to support children and meet their needs.

Behaviour is very good as children are purposefully occupied. The childminder provides many opportunities for children to pursue their own interests. Children enjoy exploring

different materials and seeing the effect of glue dripping on paper and the patterns that are made.

The childminder expertly helps children learn from each other, have confidence to try new things and gives them thinking time. She attentively helps them get ready for the next stages in their learning. Children develop their imaginations as they make use of the various role-play activities. For example, children enjoy playing with the role-play doctor's set. They tell comical stories about why their tummy aches. Younger children pretend to listen intently using the toy stethoscope copying the behaviour of the childminder. The childminder has a good understanding of how children learn and joins in play thoughtfully, fitting in with their plans.

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

Children talk confidently to the childminder about what they would like to do. There is a thoughtfully sequenced picture time-line of the structure of the day. Children talk excitedly about the craft activity later in the morning, and a den they hope to make in the afternoon. All children, especially toddlers, form strong emotional attachments with the adults looking after them. For example, a toddler gets a toy brick and pretends it is a comb trying to style the childminder's hair. The childminder successfully enables children to gain a good understanding of risk, through activities that encourage them to explore their environment. This is an opportunity to explore feelings, as children ask, in pretend play, how the person on the other end of the phone is feeling. Older children join in chatting about family and friends.

Children have good opportunities to learn about healthy lifestyles. At snack time, children select the fruits to eat from a bowl, and chat confidently about their likes and dislikes. The childminder values their choices and encourages them to try something new and healthy. Children confidently manage their own personal needs relative to their age. The childminder successfully encourages young children to stretch, curl, twist and turn to music learning a sense of rhythm and rhyme. She encourages the older children to explore language associated with this activity. Children participate enthusiastically, and ask for the same game more than once. The childminder responsibly promotes health awareness by chatting about how good it is to be active.

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

The childminder has a good understanding of her responsibility in meeting the legal requirements of the Early Years Foundation Stage. She consistently takes all necessary steps to keep children safe and well. There is a good safeguarding policy, and she attends regular child protection training. Effective steps take place to check the suitability of any assistant; unchecked adults do not have access to children unattended. She holds a current paediatric first aid certificate. The childminder responsibly informs parents of any accident or injury, and has a written record, of any first aid treatment given. There is a

robust emergency evacuation procedure, and fire alarms, smoke detectors in working order. The childminder carries out regular risk assessments, involving parents effectively in these, to remove, minimise and manage them. For example, parents report reviewing procedures in place to the local energetic play facility.

The childminder effectively reviews, monitors and evaluates her practice. She works successfully in partnership with outside agencies to make sure all parents and children feel included. She attends training to improve her knowledge, understanding and practice. The childminder has a regular two-way flow of information with parents, incorporating their comments into children's records. Every child is making good progress in her care because she plans around the needs and interests of each individual. Parents, whose children attend after school, report how well the childminder complements their child's learning. She thoughtfully provides opportunity to relax, whilst exploring a wide range of media and materials. The childminder has a strong understanding that play is essential, builds children's confidence, encouraging exploration, problem solving, and good social skills. The childminder effectively uses assessment as an integral part of the learning and development process. Appropriate interventions secure any support children need. For example, involving parents, she assesses children's progress at two years, providing good opportunity to share observations, understanding levels of achievement.

The Childcare Register

The requirements for the compulsory 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	EY374307
Local authority	North Somerset
Inspection number	815649
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	22/12/2008
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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