

Inspection date	27/02/2013
Previous inspection date	05/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make very good progress, because the childminder is aware of their individual needs and carries out precise assessment and planning.
- Children are highly confident and show an excellent level of independence for their age, because the childminder carefully organises their environment.
- Children understand how to keep themselves safe, because the childminder consistently give the highest priority to the safety of children.
- The childminder monitors all aspects of her practice, and is constantly striving for excellence. As a result, she delivers exceptional practice.

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 activities in the dining room, lounge, and kitchen.
- The inspector had discussions with the childminder, parents and children.
- The inspector sampled a range of documentation including, records of children and learning journals, safeguarding procedure, and other required policies.
- The inspector spoke with the childminder throughout the inspection to clarify the observations.

Inspector

Sandra Croker

Full Report

Information about the setting

The childminder has been registered since 2007. She lives in Keynsham, in Bath and North East Somerset. The childminder uses the whole of the house for childminding. There is an 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 four 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:

- enhance the opportunities for children to learn about words, shapes and numerals in a purposeful way in outdoor areas.

Inspection judgements

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

The childminder's practice is outstanding. Planned activities are always interesting, challenging and, most importantly, great fun. She has an excellent understanding of how children learn. Parents report that she has an outstanding impact on their children's learning. Children make very good progress in their communication skills, enjoying the discovery of different words linked to new and exciting experiences. For example, young children learn lots of new words as they play with a fascinating collection of sensory resources based on a shiny theme that they can explore. The childminder supports children's recognition of shape, colour and size, and develops their understanding of measurement. For example, while playing with split peas and lentils, children use different sized pots and scoops, passing the mixture through sieves. The childminder skilfully uses mathematical language as she joins in their play. Children consistently demonstrate the characteristics of effective learning and they are developing strong skills to support them in their future learning.

The childminder seeks detailed and relevant information from parents when children start. She does this through discussions at settling in visits and she gathers written information. This means she has an excellent understanding of children's likes, needs and routines. She effectively mirrors children's home routines in her house and this promotes their continuity of care. For example, she follows children's lead as they arrive, and works with their own routine and they settle extremely quickly. The childminder makes precise, sharply focused observations and uses this information expertly to plan exciting activities. She has fully involved parents in her assessments of their children, for example, when completing progress checks for children aged two. The childminder plans very well for children's different learning styles, ages and interests. For example, she uses a large sheet of paper taped to a small table to encourage young children to practice early writing skills. Older children enjoy exciting mark making opportunities in role-play, as they make lists of things

to buy in the shops. Children benefit because the childminder demonstrates great enthusiasm, and they are very excited to learn. She has very high expectations of children and they rise exceptionally well to the challenges she gives them.

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

Children demonstrate that they feel very safe with the childminder as they chatter happily to her. They move freely about the home, choosing their own toys and activities. This allows children to learn and develop extremely well and easily meet their full potential. Children develop a secure sense of belonging. They are extremely confident and self-assured as they pointing out things they need. The childminder values their ideas and opinions highly. Children behave very well as the childminder uses very good strategies to encourage their positive behaviour. Children are very proud of their efforts to tidy up, picking up tiny lentils from the floor. The childminder is an excellent role model, and exceptionally focussed on nurturing children's independence. She is highly skilled and sensitive in helping children form secure emotional attachments, and their relationships are extremely strong.

The childminder ensures children's safety while still encouraging their reasonable risk-taking. For example, children enthusiastically explore a science kit, to make different coloured jelly balls that bounce. The childminder supervises them closely. They feel the balls' wet, slimy texture, and learn that you must not put these in your mouth. The childminder prepares learning areas to inspire children and to ensure their safety. Indoor and outdoor spaces are extremely motivating. However, inside the opportunity for children to learn about words, shapes and numerals in a purposeful way is stronger than it is outside. Children learn about healthy lifestyles as they eat healthy and nutritious food and have regular access to outdoor play. Children thoroughly enjoy trips and outings that are child-focussed and involve them well. For example, children visit the river to feed the ducks bread that they made themselves. The childminder involves children in local community occasions. They enjoyed making junk model instruments at a recent event. Parents feel that their children develop their confidence and independence when they go to these occasions with the childminder. The childminder uses activities away from the home to plan innovative learning opportunities for children. For example, children follow a nature trail, while they join in a community woodland walk. They enjoy these social occasions and develop their confidence in larger groups. Children prepare well for the next stage in their learning because the childminder provides excellent appropriate support to prepare them to move to school.

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

The childminder has an excellent knowledge and understanding of how to meet the safeguarding and welfare requirements. She uses very effective policies and procedures and the childminder has updated these to reflect recent changes in the statutory framework. The childminder uses extensive and on-going training in this area to make

sure that she remains up-to-date with current procedures and changes. For example, she recently attended training to improve how she supports children to develop their emotional understanding. The childminder uses comprehensive risk assessments that cover all areas of her home and outings. Parents state that they feel fully involved with the organisation of daytrips outside the childminder's house. They thoroughly support the activities experienced by their children. The childminder has established an excellent partnership with parents, which contributes significantly to children's well-being and progress. The combination of informal chats and formal written information ensures a very high level of communication between parents and the childminder.

The childminder has an excellent understanding of her responsibilities to meet the learning and development requirements. She has a strong drive to maintain the highest levels of achievement, for all children. She uses computer software to plan, organise and monitor the learning experiences of children in her care. These robust systems for monitoring educational programmes ensure that all children make very good progress and have their needs well met. Parents are extremely pleased with systems in place, which give them immediate access to their children's learning and development. The childminder's relationship with other professionals is firmly established, and this contributes extremely well to children's learning and welfare. For example, parents report how the childminder leads the organisation of shared documentation for their children attending at the pre-school and school. Parents explain how this has had significant impact on their children's progress. The childminder ensures that parents are fully involved in contributing towards these positive processes. The childminder clearly seeks parents' views regularly, and values and responds to these. For example, the childminder used grant money to buy a model construction system, after parents asked her to provide more opportunities for children to build models. Children are now able to build with re-usable strips, plates, axles and wheels. The childminder has developed an impressive plan for improvement. This sets out training, activities and reviews of procedures to strengthen her already excellent service for children.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	EY361336
Local authority	Bath & NE Somerset
Inspection number	815451
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5

Name of provider**Date of previous inspection**

05/11/2009

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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