

<b>Inspection date</b>	06/03/2013
Previous inspection date	18/06/2009

<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**

- Children are confident, behave well and develop warm relationships.
- The childminder organises the well-resourced indoor environment effectively, so that children can become independent learners.
- The childminder safeguards children well both on and off the premises. She carries out good risk assessments ensuring children are safe, while developing independence.
- The childminder continues to improve her practice and through good self-evaluation ensures she is meeting the range of needs of her users.

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

- children do not have the same wide range of experience outdoors as indoors
- the childminder does not always give children time to fully develop their own ideas or explore the marks they can make during creative activities.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 indoors.
- The inspector took account of the parents' questionnaire and the childminder's self-evaluation.
- The inspector sampled documentation, such as the policies and procedures, and children's development records.
- The inspector checked all safeguarding information.
- The inspector talked with the childminder.

## Inspector

Elaine Douglas

## Full Report

### Information about the setting

The childminder registered in 1988. She lives with her husband in a house in the Weston village area of Bath, within walking distance of local schools, parks and shops. The childminder's parents live in a self-contained annex to the house. The whole of the open plan ground floor is used for childminding. Toilet and sleep facilities are on the first floor. There is an enclosed front garden for outside play, with additional visits to the local park. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding one child in the early years age range. The childminder also offers care to children aged up to 10 years. The childminder walks to local schools to take and collect children.

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

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

- develop the variety of activities and resources outdoors to support children's different learning styles
  
- extend the use of creative activities for children to become more deeply involved in making random marks and developing their own ideas.

## Inspection judgements

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

Children make good progress in their learning and development because the childminder regularly observes their achievements and monitors their progress. She uses this information well to plan their next stages. The childminder has a good understanding of how children learn and develop. Consequently, she provides good experiences to promote children's learning in all areas. The childminder understands the importance of working in partnership with parents to find out children's starting points. This means she knows the children well and is able to build on what they can already do. The childminder shares good written and verbal information with parents to provide consistency for children, between their home and hers.

Overall, the childminder provides good support for children to choose their activities and use equipment the way they want to. She joins in with their games and generally follows their ideas. For example, the childminder plans a modelling dough activity but one child spends their time taking the lids on and off the pots. The childminder recognises this as an

important part of their learning and helps them to move their learning on. She encourages them to notice why they cannot get a lid on a container because it is too full and that different size lids only fit certain containers. However, the childminder does not make full use of creative activities. For example, children make a handprint for Mother's Day but then have their hands cleaned, so they do not have time to explore the paint and notice the marks they make.

Children develop good skills to support their future learning and prepare them for school. The childminder provides good support to encourage children's language and communication. She values young children's attempts at words and repeats them so that they hear the correct pronunciation. She uses words with actions so young children copy her and she joins in with their games. For example, she engages a young child in pretending to talk to their parents on the telephone. This encourages their use of language through their play. Children enjoy stories and the childminder uses them well to support their learning. For example, she encourages children to talk about feelings and understand about parts of their body. Young children take off their shoes and socks, and attempt to put them back on again. This promotes their physical skills and self-care. Children enjoy their active learning and through good support develop within the appropriate age bands.

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

Children settle quickly and demonstrate they feel secure within the childminder's home. They are confident to explore and return to the childminder for reassurance and cuddles, as they know they will receive a positive response. This promotes their well-being. The childminder is quick to respond to children's care needs and recognises signs when young children are tired or hungry. The childminder has a good understanding of the children's individual needs because she regularly liaises with parents.

Children develop a good awareness of safe and healthy practices. They regularly help themselves to drinks and enjoy healthy foods. Young children sit securely in a high chair to eat and they sleep soundly in a travel cot. The childminder follows good nappy changing procedures to protect children's health and provides them with individual bedding. Children gain a good awareness of road safety through outings and know to remain seated in a bus until it stops.

The childminder provides a welcoming environment, with low-level shelves for children to select from the good range of high-quality resources. This enables them to initiate their own learning through play and exploration. Children regularly visit the local parks to use climbing apparatus and develop physical skills. However, the childminder is not currently using her front garden. This means she does not make full use of the outdoors to provide an extensive range of activities for those who prefer outdoor learning. Children behave well and through consistent, appropriate expectations, they learn to take care of the environment. Children build positive relationships and value people's differences. They regularly visit local groups and socialise with other children. As a result, they are confident

and make smooth transitions to other settings and school.

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

The childminder has a good awareness of meeting the Early Years Foundation Stage safeguarding and welfare requirements. She has a good knowledge of child protection procedures and enables older children to discuss any concerns with her. She has booked onto training to update her knowledge further. She carries out good risk assessments, so that children can safely move independently around the premises. She keeps all required documentation and organises them well for the safe and efficient management of her provision.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements. For example, she is aware for the need to complete a written progress for children age two years, once the need arises. The childminder is proactive in exchanging information with parents and other providers sharing care. She has an action plan in place to improve this information through sharing regular summaries of children's development. The childminder shares her written policies and procedures with the parents so that they know how she safeguards their children. A notice board at the entrance to her premises provides additional information. The childminder has a good system to track children's progress and identify any gaps. As a result, she has a good awareness of their abilities and is able to meet their individual learning needs.

The childminder uses good systems of self-evaluation in order to monitor and review her practice. She uses the internet to research current theories in child development. She has reviewed all her documentation in line with changes to the requirements. This means she follows good procedures to benefit the children. The childminder has implemented questionnaires for both parents and children, to gain their feedback and ensure she is meeting their needs. As a result, she has increased the cooking activities and has taught older children to knit. The childminder has made good progress since her last inspection and met all recommendations. For example, she has improved her planning and assessments to ensure she challenges children. This demonstrates her capacity for continuous improvement.

### **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 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 action. 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

<b>Unique reference number</b>	132841
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	813786
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2009
<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, which are usually the childminder's 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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