

<b>Inspection date</b>	18/03/2013
Previous inspection date	22/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children become fully engaged in the activities and are motivated to keep trying until they achieve what they set out to do.
- Children develop strong, secure attachments to the childminder, which promotes their well-being.
- The childminder builds good partnerships with parents and all adults involved in children's development, which has a positive impact on children's learning and welfare.
- Children are happy, settled and confident in the childminder's home.

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

- The childminder does not encourage children to link sounds to letters to enhance their phonic knowledge.
- Children do not have good access to science resources that enable them to observe the natural world closely.

## 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 the children in the indoor and outdoor environments.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- The inspector took account of the parents' views left for the inspection and the childminder's self-evaluation.
- The inspector checked all safeguarding information.
- The inspector sampled the documentation including written policies and procedures, children's development records and the information for parents.

## Inspector

Elaine Douglas

## Full Report

### Information about the setting

The childminder registered in 2002. She lives with her teenage son in Worle, North Somerset. The ground floor is used for childminding, including the conservatory that is used as a playroom. Toilet facilities are on the first floor and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are four children in the early years age range on roll, including one child who attends occasionally in school holidays. The childminder takes and collects children from a local school and pre-schools. The childminder holds a childcare qualification at level 3.

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

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

- extend children's access to science resources so that they can look closely at similarities and differences in the natural world
- improve ways of extending children's phonic knowledge to enhance their development in literacy

### Inspection judgements

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

The childminder gains good information on children's development and interests before they start with her. This enables her to plan effectively so that children enjoy exploring the resources and are motivated to learn. She continues to observe children and gets to know them well. She involves children in going to purchase additional resources, so they gain a sense of excitement and have an input into what they buy. The childminder works closely with parents to keep them central to their children's learning and ensure that she gets to know the children well. Consequently, all children make good progress in all areas of their development.

The childminder provides good support for children to develop positive attitudes and key skills in preparation for the next stage of learning or school. She demonstrates that she too is still learning and children are confident to make suggestions as to how she can solve any problems. Children develop good mathematical skills through discussions. For example, one child says they are two years old and holds up two fingers, they state they will soon be three and hold up another finger. The childminder plans activities for children

to learn to recognise the letters in their names. However, the childminder does not talk to the children about the sounds that represent the letters. This means that children do not always use sounds to develop their phonic knowledge. The childminder makes good use of books to extend children's knowledge and support them in making links in their learning. For example, when children create with sticky shapes they engage in a discussion about dinosaurs. The childminder introduces a book so the children learn to pronounce the long names and talk about the differences. Children notice a picture of an egg and state that there must be a baby dinosaur inside. With good support from the childminder children are confident communicators.

The childminder reacts well to child initiated learning. For example, when children climb inside a large cardboard box she provides tents and tunnels to extend their play. She gives children time to explore the resources in their own way before making suggestions. This enables children to use their own imagination and use resources in their own way. For example, children create a swimming pool using blankets and materials. Children also enjoy making up their version of a story from the pictures before the childminder offers to read them. The childminder recognises children's particular skills and seeks to challenge them further, such as providing jigsaw puzzles that are more difficult. She encourages children to look at the picture for guidance and join the pieces through trial and error. Children that are more able follow her lead and encourage others to complete the puzzles. As a result, children persevere with their activities and gain a strong sense of achievement.

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

The childminder has high expectations of children's behaviour and provides a good role model. Consequently, children behave well, are polite and learn to manage their feelings in an appropriate way. Children develop good relationships and are pleased to see each other. They are eager for the childminder to join them in their games and get her a chair so she can sit with them for their activities. Parents comment positively on the childminder's sensitive, nurturing manner with the children. They state that their children are gaining confidence, learning to share and play well with others through being with the childminder. The childminder plans good experiences to promote children's confidence, for example by using local groups. They are able to socialise with other children and engage in exciting activities, while having the reassurance of the childminder near by. This also supports children well in their preparation for their transition to school or other settings.

Children gain a good awareness of safe and healthy practices. Older children confidently say when they need the toilet and walk safely up the stairs to manage their personal hygiene. They choose their flannel for the day by colour to prevent cross contamination. Children learn to use tissues to wipe their nose and use wipes to prevent the spread of infection. Children recognise their own cups to have regular drinks and remove their jumpers when they are hot. Children enjoy activities about healthy eating, grow produce and enjoy nutritional foods. Children have daily activities outdoors in the garden or park. They develop large muscle skills and learn about road safety. Children are eager to say what they have to do when the smoke alarms go off and demonstrate a good

understanding of how to help with their own safety.

Overall, children are able to select from a wide range of good quality resources in the child friendly environment. The childminder organises her conservatory very effectively so that children can make choices and initiate their own learning. However, when children notice snails and spiders in the garden they are unable to access science equipment such as magnifying glasses, so that they can look closely at them. Children help take care of the environment and tidy toys away before they get out others. Children learn about differences through visits in the community and celebrating each other's family backgrounds. The parents comment that they value the childminder's positive attitude to their family beliefs.

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

The childminder has a good awareness of her responsibility in meeting the safeguarding and welfare requirements. She carries out good risk assessments and uses good equipment to keep children safe. For example, stairgates prevent children's unsupervised access to the kitchen and stairs, and doorstoppers help prevent children's fingers being caught. The childminder regularly checks the smoke alarms. The childminder has recently updated her knowledge in child protection and has good guidance in place for further support should she have a concern. The childminder organises her documentation well to safeguard children and for the efficient management of her setting.

The childminder demonstrates a strong sense of continuous improvement in order to provide good quality care and learning for children. Since her last inspection, she has gained a childcare qualification and attended relevant training to keep up to date and review her practice. For example, after attending training she has amended her behaviour management policy in line with the new strategies she uses. The childminder carries out good self-evaluation. This enables her to set actions for improvements and to ensure that she continues to meet the Early Years Foundation Stage requirements. For example, she has already identified the need to update her first aid qualification before the end of the year.

The childminder has a good awareness of the learning and development requirements. She deploys herself effectively to ensure she meets the needs of all the children equally. She records an evaluation of children's learning and children's next steps, to effectively monitor their development and identify any concerns that may require additional support. The childminder enhances children's learning and care through the good partnerships. She actively engages with others sharing care so that they are consistent in meeting children's needs. Parents receive good information on the Early Years Foundation Stage and their children's development. The childminder uses an online system to record children's progress, so that parents are able to access this and add their own contributions. The childminder has good written policies and procedures to share with parents so that they know how she safeguards their 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
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>	EY232952
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	843425
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22/05/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

