

<b>Inspection date</b>	16/05/2013
Previous inspection date	18/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 form close and secure attachments with the childminder.
- The childminder provides a supportive, well-equipped learning environment where children benefit from a range of experiences that help their progress in learning.
- The childminder is dedicated and has a strong focus on professional development.
- Strong partnership working supports children's continuity of learning.

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

- The childminder has yet to fully implement effective self-evaluation systems.

## 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 made observations of children while they played in the playroom.
- The inspector spoke with the childminder and children at convenient times.
- The inspector sampled a range of documents including the views of parents.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

The childminder registered in 2007. She lives with her partner and four children in Weston-super-Mare, North Somerset. All areas of the home are used for childminding purposes. There is an enclosed garden to the front of the property and use is made of the park for outdoor play. The family cares for a dog, cat and two hamsters.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for eight children on a part-time basis, one of whom is in the early years age range. The childminder is registered to provide overnight care.

The childminder has a level 3 early years qualification.

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

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

- embed identified areas for improvement into childminding practice, such as planning and assessment streamlining and evaluate how these impact on children's learning and development.

## Inspection judgements

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

Children benefit from a well-organised and enriching environment where they make good progress in all areas of learning. There is a good balance between child-initiated activities and more focused adult led activities to ensure children make the best possible progress. The childminder challenges children well. Following a visit to the 'zoo lab', where children have the opportunity to observe and touch a variety of reptiles and insects, the childminder adds to the experience at home. For example, she helps children research the bugs they enjoyed looking at, using books to support children to describe what they have seen and introducing new words. Children enjoy using the magnifying glass to look at how fast the caterpillars are growing and are excited to see that the stick insect's eggs have hatched.

Children enjoy the individual attention the childminder gives them. They construct well using building blocks linking the pieces together successfully to create a tower. The childminder interacts well, encouraging children to count how many blocks they have used, and asking the children to fill in the missing number names in counting rhymes.

Children confidently question the childminder when they are unsure of the pictures on the jigsaw puzzles. They solve problems well, rotating the pieces to complete the puzzles correctly, for example. The childminder works closely with parents to identify children's starting points. She makes ongoing observations of children's learning and achievements. She uses these records, linked to areas of learning, to review children's progress and plan for their next steps in learning. The childminder is constantly reviewing her practice and adapts her planning and assessment arrangements to meet the needs of the children.

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

The childminder provides a homely environment for children to explore freely and independently. There is an abundant range of high-quality toys and resources. The childminder has carefully considered the organisation of the playroom so that children can access resources independently and therefore, make decisions about their play and learning. The childminder carefully considers children's interests and accesses scrap stores to promote their learning, especially in their creativity, such as making collections of keys.

The childminder develops positive relationships with the children and children form secure attachments. Through her discussions with parents during the initial visit the childminder has good knowledge of children's individual needs, such as the words they use for their comforters. Children's behaviour is good. They are clear on expectations and boundaries as they have been involved in developing house rules.

The childminder supports children well in developing the skills they need to transfer to other settings, such as pre- school, through helping children become more independent in their personal skills. Children are becoming increasingly more aware of their own needs. For example, children are aware of when they need the toilet and do so independently. The childminder praises children for learning these new skills and she rewards them with a gold star. Children are aware of when they are thirsty and explain that they 'want juice' seeking out their bag to retrieve their cup. Children benefit greatly from regular outdoor experiences, such as visits to the park, where they learn to climb, balance and slide under close supervision from the childminder. On these outings children become aware of their own safety, such as learning about safe places to cross the road.

Children enjoy frequent opportunities to learn about healthy eating. They help the childminder sort the fruit and vegetables delivered to the setting. They help prepare the carrots to make soup for their lunch using tools carefully to prepare the vegetables. Children learn hygienic practices, such as washing their hands after stroking the pets or using the toilet. They are beginning to understand the importance of not sharing towels to dry their hands so that they do not spread germs.

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

The childminder has good knowledge of the safeguarding and welfare requirements and uses appropriate policies and procedures to underpin the good childminding service she provides. She has good understanding of her responsibilities to safeguard children and has effective knowledge of procedures to follow should she have a concern about a child. The childminder completes comprehensive risk assessments of all areas of the house the children use; therefore, children are cared for in a safe and secure environment.

Partnerships with parents and other early years settings are strong. For example, the childminder works closely with the local pre-school to exchange information on children's development and to contribute to the two-year-old progress check. There are strong links with key agencies to promote children's welfare. For example, the childminder has clear information on who may collect the children while parents attend specific courses. The childminder provides parents with useful information about the service she provides and their children's achievements. Parents comment that the childminder is 'incredibly reliable' and 'exceptionally good with the children'. She has recently invited parents to contribute achievements from home to their child's learning diaries and to contribute their views to influence the self-evaluation process.

The well-qualified childminder monitors her provision well. In particular, she has a strong focus on her professional development and attends regular cluster meetings and courses to improve her knowledge. The childminder is beginning to use the local authority quality improvement plan to evaluate her provision. She has identified areas for improvement, such as variations to her planning and assessment arrangements, although she has yet to embed these fully into her practice.

### **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>	EY353121
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	837908
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/04/2012
<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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