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| <b>Inspection date</b>   | 04/06/2013 |
| Previous inspection date | 12/02/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 1 |
|                                                                                        | Previous inspection:    | 1 |
| 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 are extremely well cared for in a safe and welcoming family home. They make very good relationships with the childminder, her family, and one another.
- The childminder has an excellent understanding of how children learn through play and exploration. She has a clear system for assessing their stage of development and promoting their rapid progress.
- The childminder provides a highly stimulating learning environment where children select from an extensive range of exciting resources.
- Excellent partnerships with parents enable the childminder to meet children's learning and development needs extremely well.
- The childminder uses effective self-evaluation methods to identify areas for development so that she continues to provide a high quality service.

## 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's activities in the playroom and outside.
- The inspector discussed children's activities with the childminder.
- The inspector sampled records and documentation, including children's progress records.
- The inspector took into account views of parents, supplied by letter.

## Inspector

Brenda Flewitt

## Full Report

### Information about the setting

The childminder was registered in October 2003. She lives with her husband and three school-aged children in Clevedon, North Somerset. The whole of the house is used for childminding purposes. There is an enclosed rear garden available for outdoor play. The family has two dogs, four hamsters and fish, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, five of whom are in the early age group. The childminder is a qualified primary school teacher.

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

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

- review the organisation of displays of photographs of the children to extend the opportunities for children's spontaneous recall and conversation.

## Inspection judgements

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

Children enjoy their time with the childminder in a welcoming and highly stimulating family environment. The childminder has an excellent understanding of how children learn through play and exploration to become independent learners. She plans a broad range of rich and meaningful activities both inside and out. The childminder joins in children's play, posing problems and challenges, modelling language and helping to them to develop a good understanding of the world around them. For example, children are excited to see a spider and its web in the garden. They understand that the web is for catching flies for the spider to eat. The childminder encourages their curiosity further by pointing out the eggs and explaining they will become baby spiders. She is skilful in knowing when to stand back to enable children to investigate and lead their own play. The childminder provides a dedicated playroom, which she organises exceptionally well to encourage children's independence in making their own choices. Children can choose to play inside or out, and confidently move around selecting resources and instigating play. The childminder has a clear and thorough assessment system, which includes completing a 'Learning Diary' for each child. She includes dated, annotated photographs and observations, which she clearly links to children's stages of development. The childminder uses this information effectively to identify clear next steps to help children make very good progress. The childminder includes parents' knowledge of their children's activities at home in her assessments. She successfully engages parents in extending children's learning by

suggesting ideas and sharing resources. The childminder is secure about her responsibilities in completing progress checks for children aged between two and three years.

The childminder promotes children's language very well. She talks with them purposefully as she joins in their play and encourages their recall. For example, children remember, with delight, previous activities such as visits to a farm where they saw 'horses', 'baby cows' and 'pigs'. They remember a tractor ride and picnics with friends. The childminder uses successful methods to encourage children who are learning to talk. She emphasises sounds and encourages games for all children to join in to encourage progress in their speech. The childminder regularly takes children to the library where they listen to stories in a different environment and choose books to bring back to her home. She provides a comfortable area in the playroom, with a varied range of books that she displays attractively to encourage children to select for themselves.

Children's days include a wide variety of outings where they meet other people, use alternative play equipment, and explore their local environment. Visits to a local caf help develop children's social skills as they learn how to behave in a more adult environment. They understand that print is used to relay information as they choose from a menu. The childminder involves them in the process of posting letters and parcels at the post office, which helps their understanding of aspects of mathematics. The childminder uses all these experiences successfully to encourage children to talk, think and recall, and develop their understanding of the world.

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

Children are happy and settled and secure in the care of the childminder, who provides a caring and friendly environment. They develop warm and trusting relationships with her and one another. Children enjoy playing together, chatting as they organise their play. Young children enjoy reassuring cuddles from the childminder when feeling tired. Children like to bring items from home which, together with the ongoing communication with parents, helps the smooth move between home and the childminding setting. Children develop a strong sense of belonging. The childminder involves them in contributing to their 'Learning Diaries' with artwork and photographs. Children use their own individual items and equipment, such as coat pegs and personal hygiene equipment, which are labelled with a photograph of themselves. However, the main photo displays are at adult height. This means opportunities are missed for children to show spontaneous interest and instigate conversations about friends and previous activities. The childminder provides a good range of resources that show positive images of peoples' differences. She plans activities that raise children's awareness of different languages and traditions.

Children behave extremely well. They know what the childminder expects through familiar routines and clear explanations. From a young age, children learn the boundaries with regard to the areas of the house they can use. The childminder encourages them to respect and listen to one another, and to take care of people's things. Children are keen to help pack away equipment. They respond positively to tasks of responsibility, such as

fetching items for the childminder from a different room. The childminder regularly praises children's efforts and achievements. This helps boost children's self-esteem and confidence. Children assess risks as they negotiate a wide variety of physical environments, both at the childminder's home and when on outings. They learn about road safety, how to use equipment safely, and to protect their skin from the sun. The childminder includes children in emergency evacuation practices, so that they know what to expect in a real situation.

Children practise excellent routines for personal hygiene as they use purpose built toilet and hand washing facilities independently. They make choices from healthy options at snack time, such as fresh fruit and vegetables. Children develop useful skills for the future by being involved in preparing their own food. The childminder recognises the importance of teaching children about how meals are prepared, enabling them to see, touch and smell ingredients. This results in children eating a wider variety of healthy options to promote their good health. Children are becoming increasingly independent in managing their own clothes. These skills help to prepare them for the next stage of their learning. The childminder provides an extensive range of stimulating play equipment and resources, which she arranges so that children can select for themselves.

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

The childminder implements clear and detailed policies that promote children's welfare and safety exceptionally well. Children's safety is high priority. The childminder completes comprehensive risk assessments to help her provide a safe environment for children to play, both at the home and on outings. These include safe procedures when transporting children in a vehicle and when collecting children from school. The childminder has an excellent understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a secure understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has an excellent understanding about how children learn through play and real experiences and how to promote very good progress in their overall development. The childminder successfully draws on her knowledge and experience as a qualified teacher to give her a clear overview of children's progress, which helps her to quickly identify any gaps in their learning.

The childminder promotes excellent partnerships with parents. She supplies comprehensive information about her setting. This includes a detailed 'welcome pack', clear written policies and a wealth of displays in her home. The childminder successfully encourages daily exchange of information, verbally and written, to meet children's individual needs exceptionally well. Parents are fully involved in the assessment of their children's learning and development. The childminder actively seeks parents' views about her provision. Parents say that their children are very happy at the childminding setting, where they are treated as part of an 'extended family'. They like the wide variety of activities and the stimulating learning environment that helps their children 'flourish'.

The childminder has addressed the recommendation set at her last inspection, which has helped develop the children's progress records. She evaluates her provision effectively through ongoing reflective practice. The childminder adapts and extends resources and activities according to children's interests and abilities. She identifies clear areas for development to continue the high quality provision that results in excellent outcomes for children.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## 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>     | EY270920       |
| <b>Local authority</b>             | North Somerset |
| <b>Inspection number</b>           | 893693         |
| <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>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 12/02/2009     |
| <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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