

Inspection date	05/06/2013
Previous inspection date	04/07/2011

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

The quality and standards of the early years provision

This provision is satisfactory

- Children have daily opportunities to play and explore outside, which promotes their physical development and their understanding of the world.
- Children's communication and language skills are developing well because they engage in meaningful conversations with the childminder, which extend their vocabulary.
- A wide selection of good quality play resources is readily available to the children.

It is not yet good because

- Although hazards are successfully identified, action is not consistently taken to minimise risk.
- Learning opportunities during everyday routines are not fully considered to encourage children's positive behaviour and understanding of good hygiene.
- The childminder misses opportunities to help children fully develop their understanding of keeping themselves and others safe.

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 activities in two playrooms and outside.
- The inspector had discussions with the childminder, co-childminder, assistant and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including, risk assessments, children's records, policies and procedures.

Inspector

Michelle Tuck

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and two school-aged children in Radstock. The childminder works with another childminder and an assistant. Childminding takes place on the ground floor, which includes a Montessori room, quiet room, role-play room and creative room. There is an enclosed rear garden and an area of the drive to facilitate physical play. There are bathroom facilities on the ground floor.

There are currently nine children on roll, of which seven are in the early year's age range. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family has a dog and a rabbit.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for the monitoring of identified risks in the environment to ensure they are consistently actioned to support children's safety.
- improve the use of everyday routines and activities, such as meal times to maximise children's learning experiences, with particular regard to further developing their understanding of social boundaries, and the importance of good hygiene.

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

- develop further children's understanding of how to keep themselves safe by, for example, involving them in keeping the environment safe and tidy.

Inspection judgements

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

Children enjoy a wide range of activities and learning experiences. The childminder observes the children as they play and uses these observations effectively to plan a wide range of activities taking into account individual needs and interests. This enables her to identify any gaps in children's achievement successfully. The childminder regularly talks with parents to ensure she is aware of changing interests at home and she has good arrangements in place to complete progress checks on children aged between two and

three years.

Children have many opportunities to develop their understanding of the world. They learn about life cycles as they observe a caterpillar change into a chrysalis before becoming a butterfly. Children successfully predict which items are going to sink and which ones will float. The childminder uses words such as full, half-full and empty to describe the amount of water in a bottle, and children talk to one another about watering the plants to make them grow. This actively supports children to think critically, introduces new vocabulary and deepens their understanding. However, there are fewer opportunities for children to learn from everyday routines. For example, the poor organisation of lunchtime does not fully encourage children to behave appropriately, as they wander away from the table while they are still eating. Afterwards children take food from the floor, which does not promote their understanding of the importance of good hygiene practices.

Children enjoy taking part in projects such as 'Mission X'. They enjoy learning about space and playing with small rockets. They climb into the 'tent space rocket' and talk to one another about flying to the moon. This shows they use their imaginations well. Children enjoy visits to the mining museum, the shop and the allotments. This further extends their learning about the world they live in.

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

Children are happy and settled in the childminder's care. This is because they have made secure attachments to the childminder, the co-childminder and her assistant. This means children's physical and emotional well-being is effectively supported. Children are confident and have good self-esteem because the childminder actively listens to what they say and praises their achievements. Children behave well. Children play well with one another; they share, take turns and are kind to each other. The childminder acts as a good role model to the children and successfully helps them to manage their own behaviour as she talks to them about feelings.

Children play in a suitably clean environment where they develop some healthy habits. The childminder teaches them daily routines for personal hygiene. Older children know they must wash their hands before they eat their lunch and younger children are well supported in this area. However, they sometimes pick food up from the floor. Children have daily opportunities to develop their physical skills. They jump on the trampoline and competently use the climbing frame. Children are learning how to cross the road safely when they go on outings in the local community. The childminder talks to the children about fire safety and they practise the emergency evacuation procedure with the childminder. This means they know what to do if they need to get out of the house quickly. However, the childminder does not include children in identifying all potential risks in the home. For example, at times the floor becomes over crowded with toys and resources. The children are not always encouraged to help tidy away the toys and the childminder does not explain why they need to do this. This means children's understanding of how to keep themselves and others safe is not fully promoted.

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

The childminder demonstrates a suitable understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are appropriately supervised at all times both inside and outdoors. Risk assessments are carried out and potential hazards are successfully identified. However, action is not consistently taken to minimise the identified risks. For example, the patio area in the rear garden is not routinely checked for debris and rubble. As a result, some children are unstable on their feet in this area and this leads to trips and falls. The childminder has a secure understanding of safeguarding issues and is confident in the procedures to follow if she did have a concern about a child in her care.

The childminder evaluates her provision through self-evaluation and discussion with her co-childminder and assistant. She has recently reviewed her policies and procedures, particularly her complaints procedure and how she maintains confidentiality appropriately. The childminder has secure systems in place to record and respond to any complaints appropriately. The childminder has secure systems in place to record and respond to any complaints appropriately. This demonstrates a sound commitment to continually improving her provision.

The childminder understands her responsibility in meeting the learning and development requirements. The childminder uses her knowledge of the areas of learning and the children's interests to provide a range of interesting activities that support children's learning. The childminder observes the children engaged in activities and monitors their progress to ensure their individual needs are identified and met accordingly.

The childminder values the partnership with parents and ensures they are kept informed about their child's daily routine and activities through the use of a daily diary. Parents receive useful information about the childminding provision. This includes newsletters and ongoing discussion. Children have daily diaries and learning journals, which are shared with parents, and parents are encouraged to share what their child does at home. This means that parents are involved in their child's learning and kept fully updated. The childminder has systems to link with other settings that children attend to ensure consistency of care. This provides a shared approach to children's learning and development.

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

Unique reference number	EY422496
Local authority	Bath & NE Somerset
Inspection number	921590
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	04/07/2011
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, 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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