

Inspection date

Previous inspection date

22/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The home and garden are well organised to encourage children to become independent in their play and personal care.
- The childminder's calm, relaxed manner and clear guidelines supports children to feel secure and behave well.
- Children are motivated and eager to learn because they are interested in the activities and resources provided by the childminder. He carefully monitors their achievements to plan suitably challenging activities. As a result, all children make good progress.
- The childminder and his co-childminder work well together and are committed to continuous improvement of the provision.

It is not yet outstanding because

- The childminder does not fully support all children's language development as very young children are not always included in conversation at meal times.

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, childminder and co-childminder in his home and garden.
- The inspector held discussions with the childminder at appropriate points during the inspection.
- The inspector sampled paper records including the childminder's self-evaluation form, and children's developmental records.
- The inspector took account of the views of parents provided in written feedback.

Inspector

Karen Prager

Full Report

Information about the setting

The childminder registered in 2013. He lives with his partner and two young children in Congresbury, North Somerset. The village facilities are within walking distance, including the local school, park, shop and library. His partner is also a registered childminder and they work together. Between them they currently care for five children in the early years age range who attend on a part-time basis, and several older children. They also offer care to several other children on a flexible basis.

Childcare mainly takes place on the ground floor of the childminder's home, with children having access to upstairs to rest. There is a fully enclosed garden suitable for children's use. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- encourage all children to participate in conversations at meal times to develop the language skills for those children who are just beginning to learn to communicate.

Inspection judgements

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

Children benefit from the childminder's secure knowledge of the areas of learning and his clear understanding of how children learn. As a result activities, which cover all seven areas of learning, are provided and are appropriately targeted to support children in making good progress in their learning overall. The childminder takes time to get to know the children well through discussions with parents and with his co-childminder. The childminder is aware of the need to a complete progress checks for children who are two years old, and to share this with the parents. The childminder is able to identify what children in his care are able to do. He discusses this information with his co-childminder and keeps a careful record of the time children spend with him. He links his observations of the children to relevant guidance and uses this to identify their next stage in development. Together with his co-childminder they assess the children's next steps in learning and plan activities that interest the children and are appropriate to meet their needs.

Overall, the childminder skilfully supports children in acquiring new skills, which help them move on to their next stage of learning. For example, children who show an interest in the world are provided with an activity to make a volcano, and they share their knowledge about the chemical reaction taking place. Children of all ages benefit from the childminder's interest in music. They enjoy 'music time', meeting other children of the same age and learning new songs. In the home, children eagerly head for the piano when they arrive in the morning and gently pluck the strings on the guitar while the childminder quietly sings to them. They enjoy the challenges to develop physically using large and small muscles. Children climb the large equipment in the park, negotiate the hill in the garden, and develop their small muscles as they begin to write. The childminder encourages children's language development well overall as he spends time listening carefully and speaking clearly to them. He repeats sounds children say and uses a gentle voice when changing their nappies to encourage their speech. However, some points of the day, such as mealtimes, are busy and not all children are supported in participating in the lively conversation.

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

Children form good secure emotional bonds with the childminder and his co-childminder. He is warm, attentive and gives each child individual attention. This means children behave well and are confident to play happily. The childminder's calm approach provides a good role model for children's behaviour. They know what is expected of them because this is clearly explained. Children learn about the boundaries that they need to keep within, for example, when they walk to and from school. They know why this is important to keep safe as they cross busy roads. In the home, children freely explore their environment and as children become more mobile, the childminder moves what is within their reach and teaches children the 'rules' about what they can touch.

The childminder's home has been set out thoughtfully, with the ages of different children in mind. Toys are accessible to children in well-organised shelving units and they develop independence, choosing what they want to play with. Older children play and watch occasional television in one area. Younger children play out of site of the television with toys set out ready for them.

The childminder helps children understand the importance of leading healthy lives. The childminder uses his expert knowledge in catering to help children learn about healthy eating. He takes the lead on planning and preparing the food, which is nutritious and provides children with variety and choice in what they eat. For example, children select toppings for a 'pizza' and they gradually try new tastes.

The childminder works closely with parents so that children progress smoothly through potty training when they are ready for this next stage. Older children become independent in using the bathroom and can say why they need to wash their hands before they

prepare and eat food. Children enjoy daily outdoor play and learn the benefit of this on their health. They engage well in activities in the garden and visit local parks. The childminder recognises when children need to eat or are becoming tired. Consequently he is able to meet their physical and emotional needs and children are well prepared for the next stage in their development, both with the childminder and when they move on to another setting.

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage and how to promote these with the children. He works well with his co-childminder; they share their knowledge of the children and plan for their next steps learning. This means that the children receive a consistent level of care and support by a childminding team who know them well.

The requirements for children's safeguarding and welfare are fully met. Daily safety practices, such as checking on sleeping children, and keeping the stair gate closed, are consistently embedded. Documents, including those required to be kept, and policies are available and up to date, and a large diary is readily available to note anything that might be helpful to share with parents or each other. The childminder and his co-childminder work well together; they reflect on the quality of provision and identify areas to develop that will most benefit children. Together they complete a written self-evaluation document to reflect accurately on the standard of their practice and they keep an individual list of the next steps they have identified to take, which ensures that the quality of provision continues to improve.

The childminder has attended training related to childcare practices and children's learning to increase his skills. His training includes safeguarding and he is able to say what he would do if he was concerned about welfare of a child. He is keen to continue developing his knowledge of childcare and has booked on to further training. This shows a commitment to improving outcomes for the children he cares for.

The childminder has established effective arrangements to share information with other early years providers, to ensure continuity in children's care, learning and development. He talks with pre-school staff and Reception teachers when he collects children and shares important information, such as children's accidents and children's learning. He works closely with parents to ensure children's learning and development needs are met well.

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	EY458071
Local authority	North Somerset
Inspection number	903266
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
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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