

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 childminder establishes secure relationships with the children, so that they feel comfortable in her care and are confident to explore their surroundings.
- The childminder effectively identifies risks and takes steps to remove or minimise these to keep children safe in the home and when taking them on outings.
- The childminder keeps parents well informed about all aspects of their child's care and learning. This builds trusting relationships and provides continuity in their care.
- The childminder and her co-worker work well together and are committed to continuous improvement of the provision to benefit children's learning and care.

It is not yet outstanding because

- The childminder generally supports the development of children's language and communication well, although she does not always give children time to think about and concentrate on what they are doing or give them time to respond to questions.

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 and childminder and co-worker in her home and garden.
- The inspector held discussions with the childminder at appropriate points during the inspection.
- The inspector sampled paper records including the provider'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. She lives with her partner and two young children in Congresbury, North Somerset. The village facilities are within walking distance, including the local school, park and shop and library. Her 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:

- enhance the support for children's communication and language development further by giving children time to think and respond to questions, and time to concentrate in their play.

Inspection judgements

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

The childminder carefully monitors children's development and enables them to make good progress in all areas. She talks with parents at the outset to gain valuable information so she knows children's starting points. She routinely notes children's interests and achievements and uses relevant guidance document to assess their progress. She plans activities well that follow children's interests and keeps parents well informed of their children's progress. They have daily discussions about their child's developmental record, which the childminder illustrates with photographs of children engages in activities. The childminder understands the requirement to review children's progress between two and three years. She has planned to discuss the arrangements with parents for children in this age range so that the review best meets the needs of the child.

The childminder understands the need for children to learn by exploring their environment. As a result, she has made her home and garden safe, and offers close supervision so that they can do this safely. The childminder provides a good selection of age appropriate toys, such as cogs to promote children's hand-to-eye coordination. The childminder gives children time to investigate their toys and to find out what interests

them. She generally recognises when to discover for themselves and when to offer support to extend their play. This freedom to make choices successfully promotes their confidence to become independent learners. For example, she allows children to develop their own play in the playhouse. However, there are times when the childminder asks too many questions and does not give children time to consider their response or to develop their own ideas as they play.

Children gain skills and confidence in speaking and communication because of consistent support from the childminder. She speaks clearly and frequently to the children as they play and when greeting a child when they wake. This helps them to develop their vocabulary and to recognise frequently used words and phrases. The childminder makes good eye contact and listens to what children say, repeating their sounds and valuing their contribution. They regularly sing a range of songs together and children are developing favourites. This teaches children about rhythm and rhyme and introduces them to the concept of numbers as they sing number rhymes together. The childminder takes the children on regular outings, which means they gain confidence in a range of situations. The visits to the parks provide children with good opportunities to develop physical skills using the large equipment. Children also learn about the natural world as they explore the plants in the garden and look for insects and other small animals.

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

Positive and caring relationships established by the childminder and her co-childminder with the children means children are emotionally secure, behave well and are confident to play happily. The childminder obtains useful background information from parents when children start with her, so that she understands their welfare needs clearly and can maintain routines. The children are friendly towards each other and play well together learning good social skills. The childminder helps children prepare well for their future learning as they become confident with different situations when they try new activities and visit local parks. These help children to build their social confidence in preparation for when they attend other care settings, such as pre-schools or school.

The childminder builds children's understanding of safety well. She has assessed the risks in her home and on outings. As a result, she has stairgates in place and she ensures that she closely supervises children in the garden and on outings. The home has been well organised to encourage children's learning. It provides bright and welcoming spaces decorated with pictures at the children's height. Toys are within easy reach to children in well organised shelving units, helping children to develop independence as they choose what they want to play with.

The childminder effectively encourages children to adopt a healthy lifestyle. Children play in a clean environment and the childminder makes sure young children's hands are clean before they eat. She supports children's growing independence by encouraging older children to wash their hands in the basin. Children are taught to know why they need to do this before they prepare their food, or eat. Children eat a range of nutritious foods largely prepared by the co-minder who has experience in catering. Children enjoy daily

fresh air and exercise in the garden or local parks. Children are also encouraged to develop regular sleep patterns, consequently they come to recognise when they are tired and learn to settle themselves in a cot.

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

The childminder has a good understanding of the care, learning and development requirements of the Early Years Foundation Stage and fulfils her responsibility to meet these. She effectively monitors children's progress and by doing this, ensures her planning includes all areas of the children's development.

The childminder welcomes advice from other professionals. She seeks feedback from parents, for example by using questionnaires, which also ask for children's comments. She recognises her strengths and accurately identifies areas for improvement, such as her planning. She targets areas that will bring about most benefit to children, such as the improvements she is making to her garden. The childminder attends training to further her knowledge, such as completing a child protection course to develop her knowledge of safeguarding children. As a result, the childminder fully understands her responsibility to safeguard children and knows what she must do should she have concerns. She has plans to attend further training for example in behaviour management to deepen her knowledge of childcare. She provides a safe environment for children and assesses any risks well, and takes steps to minimise them. For example, she carefully supervises the children when they negotiate the garden slope.

The childminder has established positive partnerships with parents. She shares information about children's learning and development with them both through verbal feedback and written documents. The childminder understands the importance of working with other providers, schools and professionals to identify all children's needs and help them progress. She exchanges information with others who care for the children, including her co-minder, which promotes effective continuity in children's development

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY458067
Local authority	North Somerset
Inspection number	903265
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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