

<b>Inspection date</b>	24/10/2013
Previous inspection date	08/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 are happy and relaxed in the warm and welcoming environment that the childminder and her assistants provide. They feel secure and play well in the childminder's home because all adults who care for them develop warm, caring and supportive relationships with them.
- A good range of policies and procedures have been developed and implemented by the childminder and followed by her assistants. This effectively promotes the health, safety and well-being of the children in their care.
- Children benefit from the strong partnerships that exist between the childminder and parents. Information is regularly shared to support continuity in children's care and learning.
- The childminder has begun to evaluate her setting and has clear targets for improvement. She involves the children and parents in the monitoring process to ensure they are actively involved in the shaping of the provision.

#### **It is not yet good because**

- Systems to monitor and support children in their learning are not fully embedded. This means that at the current time children make satisfactory, rather than good, progress, because the childminder and her assistants are not tracking the progress children make well, although this is steadily improving.
- The childminder and her assistants sometimes miss opportunities to extend children's

learning during routine play. As a result, the children are not always challenged well so that they make the best possible progress, because their specific learning needs are not always fully supported.

### **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 held discussions with the childminder and her assistants, and spoke to the children.
- The inspector observed children in their play and mealtimes.
- The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her documentation and policies and procedures.

### **Inspector**

Melissa Cox

## Full Report

### Information about the setting

The childminder registered in 2006. She lives with her partner and their young daughter and four school age children in Westerleigh, near Bristol. The childminder works with two registered assistants. The ground floor of the property is mainly used for childminding which provides children with access to a playroom, lounge area, dining area and toilet facilities. Sleep facilities are available on the first-floor of the home. There is a garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 14 children on roll, 11 of whom are in the Early Years age range. Children attend for different sessions during the week. The family keep chickens, ducks and a pet dog.

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

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

- develop further the observations and assessments of each child's individual needs, interests and stage of development to use these more effectively to plan a range of activities that help each child work towards the next steps in their learning
- review the support that adults provide children during routine play so that children's individual learning needs are taken into consideration and children are further challenged to make good progress in their learning and development.

## Inspection judgements

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

Children are settled and enjoy their time in the care of the childminder and her assistants, where they make suitable progress in their learning overall. Since her last inspection the childminder has introduced a system to monitor and support children's learning more effectively. Families complete an 'all about me' book which gives the childminder useful information about needs of each child. She uses this information to form her starting points for children's learning. As a result, she can provide activities of interest for them when they first start and, consequently, children settle quickly into her home. The childminder completes observations of children while they play in order that she has a suitable understanding of what children know and can do. However, because she has only recently started doing this, her confidence and the effectiveness with which she uses the information is still developing. This means that sometimes the activities on offer do not link well to the specific learning needs of the children. However, the childminder and her

assistants understand that children learn through leading their own play and children access a wide range of activities and experiences in their day.

Young children happily play and freely explore the toys around them benefitting on occasions from the one to one attention they receive from their key person in the setting. They are curious and concentrate to press buttons and listen to the sounds of musical toys or enjoy reading books. Older children play well together and are suitably supported by the childminding team. The childminder and her assistants are attentive and follow children's lead, helping them to investigate their surroundings and the resources. Children's early communication is promoted because the childminder and her assistants talk to them about everyday routines and what they are doing as they play. For example, as children select cars from the box, an assistant talks to them about the size, colours and type of cars, promoting both speaking and listening skills. Overall, the childminder and her assistants generally support children's learning adequately well. However on occasions, they do not give children time to think about and concentrate on what they are doing, finish activities at their own pace, or give them time to respond to questions. As a result, the children are not always challenged well. Consequently, they make steady, rather than good, progress. Overall, children are acquiring satisfactory skills, attitudes and dispositions to take them to their next stage of learning and ultimately ensure their readiness for school.

Partnerships with parents and carers are good. The continuing exchange and sharing of information with parents and carers, ensures each child has their care needs fully met. This is further supported through daily discussions and regular e-mails exchanges with parents to help to keep them informed about children's progress. This gives parents a clear idea of how well their child is doing and provides them with a way to build on children's learning at home.

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

Children are content, confident and are interested in all that they do. The childminder and her assistants provide a warm and welcoming environment, where they value each child's individual personality and accommodate their likes and dislikes effectively, so that their individual needs are met. Children are forming secure bonds and attachments with the childminder and her assistants. This supports them in developing trusting relationships. Children's behaviour is positive and they demonstrate good manners as they say please and thank you, without needing to be reminded by the childminder. They learn to share and take turns and are beginning to build good relationships as they learn to play cooperatively. Children's awareness of health and safety is promoted through the daily routine, discussions and activities. They are encouraged to have regard for their own personal hygiene and self-care skills, for example, children are encouraged to wipe their face at mealtimes and attempt to put on their own coat and shoes before playing outdoors. As a result, children make generally good progress in their personal, social and emotional development.

The childminder and her assistants have created an environment where children choose

what they want to play with and have access to a good range of resources that interest them. This enables children to select the toys for themselves out of the toy cupboards and supports their independence skills. Babies show that they feel safe and secure in the setting as they have a designated play space which they can enjoy without being interrupted by the older children. This provides them with good opportunities to investigate and explore their surroundings with increasing confidence. Older children demonstrate good levels of self-esteem as they move around the play spaces selecting resources to play with and engaging in play opportunities with each other and the adults that care for them. For example, they are able to choose to play outdoors in the garden at any time and enjoy access to water and sand play to support their learning. The childminder is flexible with the daily routine to meet the needs and interests of children and the effective deployment of her assistants further supports this.

Children are provided with a healthy diet and enjoy a range of nutritious meals and snacks that are cooked by the childminder. For example on the day of the inspection all children enjoyed a freshly prepared casserole and vegetables. She caters well for individual dietary needs and preferences and follows babies home routines for bottle feeding and sleeping. Children are encouraged to develop healthy lifestyles and the childminder promotes outdoor play well, providing children with regular opportunities to play in and explore the garden and local environment. They develop their physical skills as they use tools, such as rolling pins and cutters, when playing with play dough, as well as glue spreaders and paint paintbrushes when creating a variety of pictures. The childminder provides children with opportunities to make marks using chalks and crayons which help them to develop their small muscle skills further. Children access the garden daily to help develop their movement skills and use sit-and-ride toys or balance and climb as they use the slide. Children clearly love being outside and learn about the natural world as they collect eggs from the childminders chickens or care for the childminders pets. The childminder broadens children's experiences further by taking the children on regular trips. Children have fun, socialise with others of their age and take part in different opportunities as they visit various toddler groups, the library and park to promote children's learning. These outings enhance children's opportunities to develop their social skills and learn about the community away from the childminder's home. As a result, this helps children to prepare for their next stages in learning.

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

The childminder's knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage is sound and she gives high priority to promoting children's safety. She has attended training in safeguarding children and fully understands her roles and responsibilities in protecting them from abuse and neglect. As a result, she is confident about the procedures to follow in the event of a concern about a child in her care and is able to support her assistants appropriately should a concern arise. Clear policies and procedures support her practice and are shared with parents to ensure they have a full understanding. She is suitably vigilant about children's safety and thorough risk assessments take place on all areas of the premises and for each

outing. Daily checks ensure that her premises are safe and secure to ensure hazards to the children are minimised. All adults in the household and her assistants are suitably vetted, through the Disclosure and Barring Service checks. The childminder supervises children appropriately and she is fully aware of the requirement not to leave children unattended or with unvetted persons. The childminder maintains appropriate records for attendance, medication, accidents and fire evacuation drills, to promote children's safety overall. She has a suitable procedure to follow in the case of receiving any complaints.

The childminder is beginning to monitor the children's progress through the introduction of an online tracking system that allows her to share children's achievements regularly with parents. This initiative is very new and as yet the childminder has not been able to use the information to good effect in order to fully address all gaps in children's learning. Nevertheless she has made good progress since her last inspection and has successfully addressed all actions set. The childminder is steadily working through her action plan which has been drawn up with the help of the local authority and many positive changes have already been implemented. The views of parents and children have contributed towards this self-evaluation and have supported a number of changes, for example, the types of meals provided to children and the routine of the day have been revised to better suit their needs. The childminder has started to reflect on what she is good at and what she needs to develop next, by using a reflective daily diary which contains good levels of information about children's interests and possible next steps in their learning. In addition, she has completed additional training which has helped her identify further points to improve her practice. Although these new strategies are still developing in practice, they are becoming a useful tool in supporting children's learning, aided by the childminders growing levels of confidence and understanding.

The childminder builds positive relationships with parents. She provides a flexible service and communicates with parents about their children's welfare needs. She regularly shares information about children's routines and the activities they enjoy. The childminder understands the importance of working in partnership with other providers and sharing information if children attend more than one setting. She shares information about the children so they can work in partnership to support children's ongoing development. This helps provide continuity of care and learning for children.

### **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
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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>	EY335694
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	937172
<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>	9
<b>Number of children on roll</b>	0
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/02/2011
<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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