

## Inspection date

Previous inspection date

10/10/2013

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 provides effective support for children to develop good communication skills in readiness for their future learning.
- The childminder is proactive in accessing relevant training to improve her understanding of how children learn and develop.
- Planning and assessment arrangements are rigorous; therefore children make good progress across the areas of learning.
- The childminder has a positive attitude to driving improvement. This is demonstrated by her success in continuously evaluating and monitoring the childminding service she provides.

### It is not yet outstanding because

- Resources do not fully encourage children to use their senses to explore, as the childminder does not always make enough use of natural and everyday objects in their play.
- The childminder has not obtained information on children's achievements at home from all parents, to provide a full picture of their progress.

## 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 made observations of the children at play and the childminder's interaction with them.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector sampled a range of documentation including children's learning diaries.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two children in Bradley Stoke, in south Gloucestershire. Minded children have access to all areas of the premises. There is an enclosed outside play area.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll in the early years age range.

### 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 range and use of sensory resources to enable children to explore colour, texture and shape
- develop further systems to involve all parents in children's learning by providing information about their children's achievements at home.

## Inspection judgements

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

The childminder provides a stimulating range of experiences that encourages children's learning across the areas of learning. She knows the children well through her discussions with parents and her regular observations; consequently she is able to plan activities relating to their current interests. For example, the childminder provides a broad range of mark making equipment and creative materials for children to explore independently. The childminder interacts well with children by emphasising what they are doing, extending their vocabulary and praising their achievements. Therefore, children develop good communication skills in readiness for their future learning. Children listen carefully to instructions, accurately following them and resolving problems independently, such as how to fit the chair under the table. They happily select favourite books to share with the childminder. They sit together comfortably and the childminder encourages children to talk about what they see and to point at different familiar objects. For example, they point to different parts of their face and acknowledge that the childminder has the same features.

Generally, there are good systems in place to engage parents in children's learning. For example, all parents complete an 'All about me' form, which gives the childminder valuable

information about children's starting points and routines, to influence her initial planning. The childminder shares information regularly about children's achievements and some parents provide information about their children's achievements at home, although this is not consistent for all.

The childminder completes sensitive observations of children's engagement in activities to accurately identify next steps in learning. For example, she completes a learning story of how children explore the ice, identifying how they learn and how to challenge their natural curiosity by providing additional sensory experiences, such as bubbles. This enables the childminder to have a clear picture of children's progression, ensuring that they consistently make good progress in their learning and development.

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

Children are happy and settled as the childminder takes time to get to know them, for example through visits prior to them starting with her, gradual settling-in days and initial observations. Children behave well as they are actively involved in familiar routines and activities. The childminder supports children well to learn about their emotions, for example by using books to encourage them to describe their feelings. She interacts well with the children, helping them to take turns in games.

The childminder provides a well-organised learning environment, which considers children's individual needs, for example through the provision of mobility aids for those children learning to walk. Generally, children have access to a good range of resources, although there are some limitations on the use of everyday objects and sensory resources, such as treasure baskets, to encourage their exploration fully. The childminder provides children with exciting outdoor experiences on a regular basis so that they can be active in the fresh air. For example, children thoroughly enjoy watering the plants in the garden and learning how to care for them. Visits to singing and storytelling groups help children to develop their social skills in readiness for their future learning and to become familiar with their community. The childminder considers children's safety on outings well, encouraging them to become aware of possible dangers and learning to keep themselves safe. For example, the childminder talks to them about road safety and uses appropriate equipment to help children develop their skills and keep them safe, such as safety harnesses.

The childminder is an effective role model, supporting children to develop a good understanding of how to maintain their well-being. She is sensitive to children's needs at nappy changing times, during which she sings favourite songs and constantly talks to them so that they are aware of what she is doing. Children are gaining a good awareness of effective hygiene practice and routines. For example, before eating, children routinely wait at the safety gate, pointing to the top of the stairs so that they can go and wash their hands. Children benefit greatly from a varied diet, which includes fruit for their snack and home-made meals, and meets any special dietary requirements. Children choose their fruit from the fruit bowl independently and it is prepared in a scrupulously clean kitchen. Children are aware of their own needs, pushing their bowl away from them when they are

full and accessing their drinks when they are thirsty.

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

The childminder provides a safe and secure environment for children to explore independently. She has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has completed thorough risk assessments of all areas used by the children and supports this with her visual daily checks. The childminder helps children to become aware of how to keep themselves safe as they complete regular fire drills. She has good understanding of who may collect the children and ensures parents establish a password system for any changes to the authorised adults. The childminder has good knowledge of the procedure to follow should she have any safeguarding concerns about a child in her care.

The childminder is knowledgeable about the learning and development requirements. She has effective arrangements in place to observe, plan and assess children's progress. Therefore, they make good progress in their learning and development, in particular in their communication skills. The childminder has developed positive partnership working with parents, overall. Parents receive valuable information about their children's daily activities and routines through the daily communication diary.

The childminder evaluates her provision well and demonstrates a strong drive to improve and provide good quality childcare. She is proactive in accessing relevant training to support the children in her care. For example, she has attended training to support her understanding of assessment arrangements for two-year-olds, to ensure that parents receive a written summary of children's progress in order to effectively monitor any gaps in their learning. The childminder routinely monitors the provision, identifying clear action plans for improvement, such as focusing on how children learn in order to improve how she plans relevant experiences and to develop their independence.

### **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>	EY459473
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	907685
<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>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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