

Inspection date

Previous inspection date

10/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 settled, and develop strong bonds with the childminder.
- The childminder has a confident understanding of child protection procedures and makes effective use of documentation to help safeguard children's welfare.
- The childminder has a good understanding of the needs of each child and family, including religious and cultural beliefs and language, and takes steps to respect, value and support these.

It is not yet good because

- Systems for supporting children's learning and development are in the early stages and are not always fully effective in helping the childminder to plan activities that offer sufficient challenge and target individual children's learning needs.
- At times, the childminder does not manage children's behaviour well. This means that children do not receive consistent and clear messages about expectations.
- The childminder has not fully involved parents in children's learning or linked with other settings providing support for minded children, to encourage good information sharing to provide consistency in the support offered to each child.

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 within the childminder's home.
- The inspector looked at children's assessment records and planning documents and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Samantha Powis

Full Report

Information about the setting

The childminder registered in 2013. She lives with her family in a house close to the city centre in Bath. The whole of the childminder's home is available for childminding, this includes a lounge and kitchen on the ground floor and toilet and rest facilities on the first floor. There is a rear courtyard garden, which is primarily used for the family pets. The childminder takes children to the park on a regular basis for outdoor play opportunities. The family has a pet cat, two rabbits and four chickens.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll, three of these are in the early years age group.

What the setting needs to do to improve further

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

- develop the planning and assessment systems so that activities support and target children's specific learning needs and provide appropriate challenges
- improve the strategies used when managing children's behaviour, so all children have a clear understanding of expectations and boundaries to help them learn to work well together and keep themselves safe.

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

- encourage parents, and others providing support for children's learning, to share information about children's development, to enable all of those involved to work together to support children's individual learning needs.

Inspection judgements

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

The childminder interacts sensitively with children as they play. She provides children with a fun range of activities and experiences that are appropriate for their age group. This means that children make satisfactory progress and are prepared for the next stage in their learning. The childminder is still developing her understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation

Stage. Planning, observation and assessment systems are in the early stages and are not yet fully effective in supporting the childminder to focus and target children's specific learning needs during their play. This means that although children enjoy their play, they do not always receive sufficient challenge to support them in making good progress. The childminder seeks some information from parents about children's interests and engages in discussions with them about events in their child's day. However, she has only recently started using assessments and written records and has yet to share these with parents to keep them fully involved. The childminder is preparing to complete the required progress check for two-year-olds to share with parents and other professionals.

Children appear settled in the childminder's home. They happily join in with the activities presented to them and help themselves to toys of their choice from the accessible drawer units. A tray of 'water beads' capture their interest. They explore how they feel by touching them and moving them around in their hands. They squeeze and squash the beads and drop them onto the tray. 'Boing, boing' they say as they bounce on the floor. Although the childminder talks to the children about the beads, she does not fully consider children's next steps and learning needs to extend children's learning through their play. The children are encouraged to explore sounds. They like the sound of the kitchen timer and collect a range of metal and plastic tools from the kitchen to make more sounds. They tap and bang with the spoons, noticing the difference in the sounds each item makes.

The childminder has a range of resources that support those children who are learning English as an additional language. This includes electronic toys that repeat words in English and other languages. This supports children's interest in technology. The childminder communicates with children in English and their home language throughout the day. This helps children feel valued and respected as well as increasing their communication and language skills. Children enjoy many outings to local places of interest that extend their experiences. They walk along the river, attend toddler groups and visit parks locally. This increases their understanding of their local community and world around them.

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

Children develop strong bonds with the childminder and receive cuddles and reassurances that help them feel secure. Children are comfortable and relaxed within the childminder's home, happily settling down for a nap when they are tired. However, the childminder does not always manage children's behaviour appropriately to support children in learning what they can and cannot do. Younger children sometimes copy the behaviour of older children, which means they are not learning about boundaries to help keep them safe. For example, they copy older children as they climb on the furniture, putting them at risk of falling and hurting themselves. At times children find it difficult to share the equipment. The childminder does not give sufficiently clear messages and support to children so they learn about sharing and taking turns to help them play well together.

The childminder has a good understanding of each child and family's individual needs and preferences, including their language, cultural and religious beliefs. This means she is able

to adapt her approach to support each of them. There is a suitable range of toys and resources to support the needs of the children. Easily accessible drawer units mean children can access many of these by themselves. There is sufficient indoor play space available.

The childminder keeps chickens and rabbits in her rear courtyard garden. Therefore, she regularly takes children to parks and play areas to enjoy outdoor play and physical activity. Children sometimes help the childminder in caring for the animals. They have separate shoes to put on when going into the courtyard and follow positive hand hygiene routines after dealing with the animals. This helps to protect the children's health. The childminder provides children with healthy meals throughout the day and supports and respects their individual dietary needs. Children benefit from appropriate levels of supervision from the childminder. She completes risk assessments of her home and for outings, helping to ensure she takes positive steps to keep children safe.

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

The childminder demonstrates a satisfactory awareness of the requirements of the Statutory Framework for the Early Years Foundation Stage. She is gradually building on her knowledge and skills by attending training and workshops relating to childcare and the learning and development and safeguarding and welfare requirements. She seeks advice and support from early years advisors to help her identify and make improvements. She has recently introduced a system to help her monitor children's progress and the educational programmes, to help her improve the support she offers to children's learning.

The childminder has a secure awareness of safeguarding procedures. This helps to ensure that she is able to deal with any child protection concerns promptly and effectively. She keeps a record of visitors to her home and is proactive in ensuring parents are fully aware of her role and responsibilities in keeping children safe. The effective use of documentation helps to support children's ongoing safety and welfare.

Parents receive information about the service the childminder offers, including her written policies and procedures. This means they have a clear understanding of the service the childminder provides. Parents provide information when their children first start, which includes details about their care needs and routines. This helps the childminder to respect parents' wishes and support children's care needs appropriately. Daily discussions enable the childminder to share information about events, routines and the activities children engage in. Some children attend other settings as well as this childminding provision. However, the childminder has not yet established effective links with these settings to enable them to share information that will help them work together to support children's needs consistently.

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	EY457515
Local authority	Bath & NE Somerset
Inspection number	916365
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

