

Inspection date

16/10/2013

Previous inspection date

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 1

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

- Children feel safe and secure with the childminder who provides a caring and loving environment and follows familiar routines.
- Children have formed secure attachments with the childminder and each other. This allows them to feel confident and ready to participate in all activities.
- Relationships with parents are strong. High priority is given to ensuring relevant information is shared regularly, which consistently supports children's learning and welfare needs well.
- The childminder's self-evaluation is accurate and reflects her drive to making continuous improvements to the childminding service.

It is not yet outstanding because

- Although children develop their physical skills well, the childminder misses opportunities to promote children's movement in different ways and at different levels.

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 toured the childminding premises.
- The inspector looked at documentation, including self-evaluation, risk assessments and regulatory documentation.
- The inspector looked at the written observations and assessments of children.
- The inspector observed children's activities and resources. The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the interaction between the childminder and children.

Inspector

Marie Bain

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and daughter in St Georges, Weston-super-Mare in North Somerset. All areas of the premises are used for childminding purposes. There is an enclosed rear garden. The family has two rabbits in a hutch in the garden. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder has an early years National Vocational Qualification to level 3 and is a qualified primary school teacher.

What the setting needs to do to improve further

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

- consider activities where children can practise moving in different ways and at different levels to develop further their physical skills.

Inspection judgements

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

Children respond well to the childminder's bubbly personality and enjoy her involvement in their play. She chats to them constantly, asking questions and encouraging them to sing known songs and rhymes, all of which helps to develop their language skills. The use of sign language, gesture and babies' key words further promotes children's communication skills. Children regularly go to the library to select books to read. Books are easily accessible in a cosy book corner with a fabric canopy and child-height bookcases. There is a lovely range of age appropriate books for the children to enjoy. The childminder uses story sacks to enhance the stories she reads with the children, and they thoroughly enjoy her using the animal and farmer puppets. The childminder has made books to show family members, events and outings to further encourage children's interest in reading. This supports children's literacy skills well. 'Adventure bear' regularly goes home with the children along with his diary. The children are encouraged to talk about the adventures they have shared, which promotes their self-esteem and encourages their communication and language development.

The childminder is enthusiastic, professional and caring, respecting each child as an individual. Children are safe, secure and confident, forming positive relationships with the childminder and their peers. Children learn through play and make good progress, they

are engaged and interested in meaningful activities, and enjoy choosing and playing with their favourite toys. Children have good opportunities to explore different media and materials. For example, they have regular access to programmable musical toys and enjoy activities that promote their sensory awareness, such as painting with squirty cream and jelly and marble painting with plastic eggs. They have lots of fun playing with the farm animals in the lavender scented sawdust and the diggers in the mix of rice, couscous and porridge oats. These activities support their creative and physical development.

Children benefit from a broad range of activities, play experiences and outings. For example, while out on a walk older children collect leaves, which they count, and compare the size, shape and colour. These are then used for children to create their own collages. This makes effective use of the outdoor environment and promotes older children's mathematical development. The garden provides a large safe play space where children develop their physical skills in a variety of ways. For example, children have great fun bouncing on the trampoline and whizzing down the slide. However, the childminder misses opportunities to promote children's movement in different ways and at different levels. For example, activities where children learn to crawl over and through, and by kicking and throwing balls, thus helping to develop physical skills. Larger equipment is accessed in local parks, giving children the opportunity to develop their balancing and climbing skills. Children particularly like feeding the ducks in the park and looking at the different shapes and sizes of the boats at the marina.

From the outset, there is very good assessment and monitoring of children's development and progression in relation to their starting points. This results in well targeted and focussed planning of activities. The childminder keeps assessments updated, providing a useful record of children's progress. She uses these to highlight future challenges for children based on their individual interests, so learning experiences are relevant to them. Planning is flexible and covers all areas of learning, both indoors and out.

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

Children are extremely settled and confident in the childminder's home. The childminder promotes children's well-being in an exceptionally nurturing and sensitive way. She treats all children with warmth and affection and children show that they feel secure because of the close relationship they have with her. Children have an excellent sense of belonging, are happy and have deep trusting relationships with the childminder. Development records show that childminder understands the uniqueness of each child and how to support them to ensure they achieve their full potential.

Children have an excellent understanding of the rules to keep them safe. They demonstrate that they have a strong sense of feeling safe. The childminder understands that children need to learn about dangers and so they talk about them and how to keep themselves safe in a way relevant to their understanding and abilities. For example, they learn about road safety on outings, and the importance of being strapped in the booster seat at the dining table. They are confident to try new skills and challenge their own abilities. They build caring relationships and are extremely well behaved. The childminder

acts as a calm, consistent role model offering praise, reassurance and smiles to develop children's sense of confidence, security and well-being. For example, babies receive effective support because the childminder sits quietly cuddling and soothing the baby, giving eye contact and undivided attention as they wake and talks to them gently until they are ready to play. This builds children's self-esteem in a very child orientated and fun environment. The childminder has an excellent understanding of aiding transitions from her previous role in primary education.

Children develop an excellent awareness of keeping healthy. They help themselves to their drinks and develop meticulous hygiene practices, such as washing their hands thoroughly before eating and using their individual towels to prevent cross contamination. The childminder uses posters to reinforce children's understanding of hand washing and they eagerly stand on the step to wash their hands before snack time. They all sing a song enthusiastically to remind them how to wash their hands properly. This ensures that children's basic personal hygiene skills for future learning are exceptionally well supported. Children learn to make healthy choices in what they eat from a balanced and nutritious diet. They are well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks is provided which are prepared from fresh ingredients by the childminder. Children have daily opportunities for fresh air and exercise as they play in the garden and go for local walks.

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

The childminder's arrangements for safeguarding are strong. She has a good understanding of the procedures to follow if she has a concern about a child in her care and has all the relevant details for reporting a concern, should the need arise. Comprehensive risk assessments for the home and for outings, as well as good supervision, help to ensure that children are safe and secure at all times. The childminder carries out daily safety checks to make sure the children can play and learn in safety. Children's records required for the safe and efficient management of the childminding provision are in place and well managed. Evacuation plans are in place and practised so children learn and understand how to keep themselves safe in an emergency. A register accurately records the arrival and collection of the children cared for by the childminder. All the required documentation for the safe organisation of the setting is shared with parents. This ensures that children's welfare is consistently promoted.

The childminder organises her home very well to provide a welcoming and stimulating environment. Children have plenty of opportunities to make good progress with their learning and development as they choose from a delightful selection of resources. Toys and resources are available according to children's ages and interests, to enable children to initiate their own play. Children's art work and photographs of them enjoying various outings and activities are displayed around the room which gives them a sense of belonging.

Relationships with parents are strong, their wishes are respected, and partnerships are

supportive. The childminder works successfully with parents to provide consistent care to the children. She supports inclusive practice as she values and acknowledges each child's needs and family circumstances. The childminder takes time to talk to parents on a daily basis to discuss any concerns and achievements. A daily diary provides an ongoing record of children's time with the childminder, and a monthly newsletter keeps parents informed of what the setting has achieved and any upcoming events. This promotes a greater continuity of care for the children between home and the childminder's. The childminder values the opinions of parents and she receives extremely complimentary feedback through letters from satisfied families. The childminder demonstrates a very good commitment to ongoing improvement and to her own professional development. She effectively reflects on her practice to identify strengths and areas for development using a comprehensive self-evaluation form. She seeks to complete further training and thinks about the care and experiences she offers and has identified areas where making improvements will benefit the children. This demonstrates commitment to maintaining continuous improvement in order to provide a very good quality care for all 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
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	EY459443
Local authority	North Somerset
Inspection number	910505
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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