

Inspection date	03/10/2013
Previous inspection date	11/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		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

- The childminder organises her environment well, both in the playroom and outside, to support children in becoming independent learners.
- Children settle quickly, are happy and develop strong relationships with the childminder and her assistants, which promotes their well-being.
- Children are confident communicators because the adults encourage their language skills throughout their play and activities.

It is not yet good because

- The childminder has not obtained written consent for all children to take part in outings, which is a breach of a legal requirement.
- The childminder does not always use peer observation effectively to improve her assistants practice and ensure consistent support for children.

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 children in the indoor and outside environments.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to parents present at the inspection and took account of the childminder's self-evaluation.
- The inspector sampled documentation, including children's assessments, policies and procedures.
- The inspector checked safeguarding information and the areas children use.

Inspector

Elaine Douglas

Full Report

Information about the setting

The childminder registered in 2007. She lives with her husband, mother-in-law and three children, of whom one is in the early years. They live in a house in Weston-super-Mare. The childminder works with two of her four assistants at any one time. Children have use of the ground floor, including a dedicated playroom. There is a fully enclosed Astroturf garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding 14 children in the early years age range. She also cares for children up to 11 years. The childminder collects and takes children to local schools. The childminder holds a childcare qualification at level 3 and receives funding to provide free early education for children aged, two, three and four years.

What the setting needs to do to improve further

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

- obtain written parental permission for all children to take part in outings.

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

- extend the opportunities for the assistants to critically evaluate their practice so that they increase their confidence in supporting children.

Inspection judgements

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

The childminder has good systems to find out children's initial abilities and monitor their progress so that she can plan effectively for each child's development. She works well with parents and keeps written and photographic evidence of children's achievements. The childminder shares good information with other providers the children attend, which ensures they have a consistent approach to children's learning. Children develop appropriate key skills, which prepares them for their next stage of learning and school. As a result, children make good progress in their learning and development, considering their starting points.

The childminder is an experienced practitioner who uses children's interests to motivate them to learn. For example, through children's love of cars, they learn numbers as they make a car park, use scissors and extend their vocabulary. The childminder promotes

children's learning through enabling them to practise their skills and knowledge in their play and then have real experiences. For example, children use the roadway in the garden to learn about road safety. They stop at the traffic lights and watch the 'green man' to know it is safe to cross. Then when they go on outings, they put their knowledge into practice. The childminder engages with the children encouraging their language skills and as a result, children are confident communicators. She encourages children to have a conversation on the toy telephone and to describe what they can see in a book, for example.

The childminder makes good use of daily routines to promote children's mathematical development. For example, they describe the shape of their toast as triangles and count how many pieces they have. While reading a story she says one, two and pauses, the children then respond with three. The childminder provides interesting activities to involve all children. For example, they link sounds and letters through a 'lucky dip' game. She observes what interests the children and uses it to move their learning on. For example, the noise the rain makes on the roof fascinates children. The childminder then plans for them to make their own rainmakers and to use them in music and movement. Children are confident in managing tasks but also to ask for support when needed. They make independent choices and initiate their own learning. For example, one toddler promotes their physical development by using the soft steps to climb in and out of the ball pool. The assistant repeats the sounds the child makes as they enjoy their learning. This promotes all their skills in the prime areas of development.

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

The childminder and her assistants promote very young children's well-being by giving them their bottle held in their arms. Babies make eye contact and demonstrate they feel secure. Children have a place to hang their coats and to keep their individual items, which gives them a sense of belonging. The childminder and her assistants notice signs of when children are tired. They know what the children need, such as a dummy or blanket and gently rock them to sleep. Children celebrate each other's cultures and learn words from children learning English as an additional language. They build strong relationships and attitudes, which supports them well when they move on to other settings.

Children develop a strong understanding of safe and healthy practices. They wash their hands before meals and after using the toilet. They learn to make healthy choices from the meals and snacks, and have daily opportunities to be outdoors and enjoy exercise. Children behave appropriately and the childminder uses effective strategies to help them manage their own behaviour. For example, when children fall out over toys the childminder uses an egg timer to help them understand about sharing. The children can see when it is their turn so are happy for the childminder to distract them, knowing they will soon have the toy. She then praises them for waiting their turn. Children demonstrate their understanding of expectations, such as sitting at the table for something to eat or drink.

Children use a wide range of resources. A low table and chairs enables them to sit safely

together for their meals or activities. Outside, children climb, ride bikes, explore and enjoy role-play. The childminder regularly changes the resources and takes the children on outings to extend their experiences. The childminder labels low-level containers to aid children in making choices. The childminder and her assistants deploy themselves effectively so that they always provide support for children's learning and care. Consequently, children become active learners.

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

The childminder has a satisfactory awareness of her responsibilities in meeting the safeguarding and welfare requirements. She has attended child protection training and has clear written procedures, which means she has a sound understanding of how to safeguard children. The childminder shares all her written policies and procedures with parents, so they are aware of her practices. She seeks appropriate information from parents in order to protect children's welfare. However, she has not obtained written parental consent for all children, in order for them to take part in outings. This is a breach of a legal safeguarding and welfare requirement. Nonetheless, the childminder carries out suitable risk assessments and keeps children safe through effective supervision both in the home and on outings.

The childminder sets appropriate actions for improvement, through self-evaluation. Two of her assistants are booked onto safeguarding training and she has installed a combination lock on the side gate to improve security. The childminder provides a strong role model and some assistants implement effective practice. However, they are not all confident and the childminder occasionally takes over. This ensures children receive appropriate support but does not help the assistants fully in improving their skills. Overall, the childminder works well with her assistants, to ensure they constantly supervise children and meet their learning needs.

The childminder builds strong relationships with parents. Parents comment positively on the effective exchange of information. The childminder keeps them informed of the provision and their child's development. She has effective systems for sharing information with other providers children attend, which means she can provide parents with an accurate progress check for two-year-old children, as required. The childminder monitors children's progress to ensure she can identify any gaps in their learning, plan appropriately to support them and/or seek further help from outside agencies. This demonstrates her sound knowledge of the learning and development requirements.

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	EY365437
Local authority	North Somerset
Inspection number	933828
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	17
Number of children on roll	19
Name of provider	
Date of previous inspection	11/01/2013
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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