

## Inspection date

Previous inspection date

07/11/2013

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 has developed warm and trusting relationships with the children, which means they feel safe and secure.
- The childminder provides children with interesting and exciting activities and experiences, which support their learning to make good progress.
- The childminder has established effective partnerships with parents, which successfully contribute to meeting children's needs.
- Children make good progress in their communication and language skills because the childminder listens to them and encourages conversation as they play.

### It is not yet outstanding because

- The childminder provides fewer opportunities for children to express themselves through movement and dance.

## 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 indoors and outside.
- The inspector engaged in discussion with the childminder and her co-childminder at appropriate times throughout the inspection.
- The inspector sampled documentation and took account of the views of parents, through recently completed questionnaires.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband, who is her co-childminder, and their young son in Wrington, North Somerset. Childcare takes place mainly on the ground floor with use of the lounge, kitchen/dining area and toilet facilities. There is a garden to the rear of the property for outdoor play activities.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, of which nine are in the early year's age range. The childminder has a level 3 early years qualification.

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

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

- provide more opportunities for children to express themselves through movement and music.

## Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She provides a wide range of activities and experiences that capture their interests and support them to make good progress in all areas. Parents are encouraged to share information about their children's interests and starting points in their learning. The childminder uses this information successfully to plan activities tailored to meet children's individual needs right from the start. The childminder makes regular observations of what the children can do. She uses this successfully to monitor children's progress and plan for the next steps in their development.

Children are interested and motivated to learn. The childminder interacts skilfully with the children, asking them open questions to challenge their thinking and giving them time to answer without interruption. For example, children share a book with the childminder. They are encouraged to think about who the 'friends' are in the story and talk about the different animals they see. They talk about the 'type' of bird in the story who is a penguin, and the childminder effectively extends their learning as she talks about where the penguin lives, what he eats and questions if he makes a noise or not. This effectively supports children's understanding of the world and helps to develop their communication and language. The childminder skilfully uses the interest children have in books and uses the story to introduce counting and problem solving. She counts the characters on each page of the book and asks the children how many there are altogether. They count the

characters and answer correctly, smiling as they receive much praise from the childminder. This effectively promotes their use of mathematical language and boosts their confidence and self-esteem. Children choose from picture cards and sing the corresponding song. Some children play musical instruments and babies move back and forth to the tune. Children have the opportunity to listen to different types of music; however, they have fewer opportunities to develop their creative skills through movement and dance.

The childminder achieves a good balance of adult-led and child-initiated activities and effectively uses their interests to develop their learning in all areas. For example, children show an interest in the dolls and role-play. The childminder sets up a 'baby clinic', where the children can book appointments, weigh the babies on the weighing scales and measure them using a tape measure. This activity successfully supports children's curiosity about the world, their mathematical development and literacy skills. The childminder uses a good range of teaching methods to encourage children to recall and discuss recent activities. They thoroughly enjoy all the experiences the childminder offers, which impacts positively on their growing confidence. It also helps to ensure they are acquiring the skills, attitudes and dispositions they need to be ready to move onto their next stage of learning and eventually to school.

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

Children share warm and trusting relationships with the childminder. They are very happy and settled in her care, which means they feel secure and their emotional and physical well-being is successfully supported. Children have a strong sense of belonging; they have their own box to place their belongings, which is labelled with their picture. They choose freely from a good range of toys and resources, which are easily accessible at their height and labelled with pictures to promote independent play and choices.

The childminder acts as a good role model, through her sensitive and gentle approach. The childminder praises the children consistently for their good sharing and taking turns. Children listen carefully to instructions and are polite and respectful to one another. The childminder teaches the children how to keep themselves safe. She reminds the children to keep small pieces of equipment away from the baby, explaining why this is important. They talk about and practice the emergency evacuation procedure so that the children know how to leave the premises quickly and safely in an emergency.

Children are learning about a healthy lifestyle. The childminder effectively promotes children's physical development, as they have opportunities for fresh air and exercise on a daily basis. They enjoy physical activities in the garden, such as riding wheeled toys and they visit the local park where they practice their climbing and balancing skills on the large play equipment. The childminder teaches them about good hygiene practices. Children sing a song as they wash their hands and they know to wash their hands after they sneeze to wash the germs away.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and understands her responsibilities in meeting these. She has completed a thorough risk assessments of the house, garden and for any outings that she takes the children on. She has daily checklists kept in each room and carries these checks out prior to the children's arrival. The childminder teaches children how to keep themselves safe as she talks to them about crossing the road safely and they practice regular fire drills. She has a good knowledge of child protection issues. There is a safeguarding policy in place and she is aware of the correct procedure to follow should she have any concerns about children in her care.

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She has very effective procedures to monitor and assess children's learning and progress. She plans activities and experiences that meet children's individual needs successfully. Children's learning journals clearly show that they make good progress in relation to their starting points and capabilities. The childminder monitors the educational programme effectively, to ensure that children have regular opportunities to explore all areas. Each child has an individual plan and therefore the childminder is able to effectively monitor any gaps in their learning.

The childminder has established strong partnerships with parents, which effectively contributes to meeting children's needs. Effective systems are in place to share information with other early year's providers to promote consistency when children attend other settings. The childminder liaises regularly with her co-childminder to reflect on practice and plan for improvement. As a result, they have changed their planning systems to ensure that planned activities are tailored to meet individual needs. Consequently, next steps in children's learning are identified accurately and planning ensures that children make good progress in all areas. The childminder holds an early year's qualification and plans to continue with her professional development by attending training courses to extend her knowledge and skills.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY460400
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	915733
<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>	5
<b>Number of children on roll</b>	11
<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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