

Inspection date	07/11/2013
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		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

- Children share close relationships with the childminder, which helps them to feel safe and secure.
- The childminder has established positive relationships with parents, which highly contribute to meeting children's care and learning needs.
- The childminder provides a broad range of experiences and activities, which promote learning in all areas.
- The childminder consistently gives the children praise for their achievements, which boosts their confidence and self-esteem.

It is not yet outstanding because

- The childminder does not always repeat words back to the children, pronouncing them in the correct way so that children learn how they should sound.

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 both inside and outdoors.
- The inspector engaged in discussions with the childminder and his 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. He lives with his wife, who is his 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.

What the setting needs to do to improve further

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

- enhance children's development further in communication and language through repeating words back to them in the correct way.

Inspection judgements

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

The childminder provides a good range of exciting and challenging activities, which meet children's individual needs and interests effectively. The childminder interacts with the children engaging them in conversation as they play in a well-resourced environment. He talks to the children about the different noises the animals make, as they play with the small figures. The children sort the play figures into groups, commenting that the people are the same colour and that the animals are different. The childminder encourages the children to compare the sizes of the animals, and they use words such as 'biggest' and 'smallest' to describe what they see. This effectively supports their mathematical development. However, when children refer to an animal as a 'horsey' the childminder does not repeat the word back in the correct form, so that children learn how it is pronounced correctly.

The childminder completes observations and takes photographs of the children engaged in activities. He uses these successfully to monitor and plan for the children's future learning. The childminder uses the information gathered from parents and his assessments on their learning to assist him efficiently in writing the progress check for children between the ages of two and three years. Consequently, children are making good progress in their learning and development in relation to their starting points.

The childminder successfully supports the children to be active learners. The childminder and his co-childminder provide interesting and exciting activities, which challenge and

engage the children effectively. For example, children took part in activities to celebrate 'British egg week', they talked about and observed where eggs come from, including a visit to see some chickens and they enjoyed eating different egg dishes. This effectively supports children's understanding of the world. Children enjoy role-play at the hairdressers or the vets. The childminder supports them to learn about the animals, sort them into groups and discuss where they live. He provides the children with additional resources such as reference books to encourage discussion about 'healthy hair'. This effectively extends children's learning and supports their communication and language skills.

The childminder knows the children very well and uses this knowledge to successfully support them in acquiring the necessary skills to move onto the next stage in their development and to school. The childminder encourages children in their independence, they help to tidy up and put toys away, use the bathroom independently and dress for outside play.

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

The childminder has effective procedures in place to identify and minimise potential hazards, this means that children are safe and secure in the childminder's care. Children have developed secure attachments to the childminder; he provides regular reassurance and provides a cuddles when children become tired. This helps children to feel emotionally secure and promotes their physical health and well-being effectively. The childminder consistently praises the children for their 'good behaviour' and achievements; this promotes their self-esteem and boosts their confidence.

The childminder acts as a good role model and as a result, children behave well, they play well with one another, taking turns and sharing. The childminder supports the children to develop their physical skills. They have good opportunities to be active and benefit from fresh air in the garden. They develop a good understanding of a healthy lifestyle, as they are encouraged to make healthy choices and engage in discussion with the childminder about what foods are good to eat. The childminder teaches the children about good hygiene routines, they routinely wash their hands before they eat their food. The childminder follows robust procedures when preparing snacks and meals. This helps to prevent the spread of infection.

Children are actively learning to keep themselves safe. With the aid of a play 'zebra crossing' set from the toy library and discussions during road safety week the childminder helps them to learn how to cross the road safely. Children practice the emergency evacuation procedure with the childminder. This helps them to know how to get out of the house quickly and safely.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. He has a clear understanding of his role and responsibility to safeguard children in his care. He follows thorough procedures to help him protect children effectively, has a good understanding of child protection issues and is aware of the reporting procedure to follow in the event of a concern. The childminder routinely carries out daily checks and has robust procedures in place to ensure the environment is well maintained and safe. The childminder provides a good range of resources, which are easily accessible. This encourages children to make independent choices in their play.

The childminder has a clear understanding of the learning and development requirements and is confident in his knowledge in all areas. He has effective systems in place to ensure that the educational programme is tailored to and meets individual needs of children. Each child has an individual learning plan, which means that the childminder is able to monitor their progress, identify any gaps in learning and plan focused activities to narrow the gaps.

The childminder has developed good relationships with the parents. He encourages good communication and involves them effectively in their child's learning, through the sharing of information. The childminder has effective systems in place to share information with other providers when children also attend other settings. This ensures there is a consistent approach. The childminder demonstrates a good ability to maintain continuous improvement to the childcare provision. In discussion with his co-childminder, they regularly reflect on their practice and make targeted plans for improvement. As a result of their evaluation the childminder's have changed their planning and assessment system to ensure that it reflects children's individual needs and learning styles. The childminder actively seek support and advice from the local authority and is committed to completing further training to extend his knowledge and skills.

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	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

Unique reference number	EY460398
Local authority	North Somerset
Inspection number	915732
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
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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