

<b>Inspection date</b>	30/09/2013
Previous inspection date	29/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children are very happy and confident in an enriching, homely environment, which is well organised. There is an abundant range of high-quality toys and resources to meet children's individual needs consistently.
- The childminder works extremely closely with parents to share valuable information continuously to improve outcomes for children.
- Highly reflective self-evaluation systems encompass the enthusiastic childminder's dedication to maintain the highest levels of achievement and continuity in welfare needs for all children.
- Children make excellent progress in their learning and development through effective interaction by the childminder who plans exciting activities to challenge children's development.
- The childminder promotes children's independence very well in readiness for their future learning.

## 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 playing inside and outdoors.
- The inspector observed the childminder interacting with the children.
- The inspector spoke to the childminder and the children at convenient times.
- The inspector sampled a range of documentation including the quality improvement plan and learning diaries.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

The childminder was registered in 2003. She lives with her three children in the Milton area of Weston-Super-Mare, North Somerset. Most areas of the home are used for childminding with the first floor mainly used to accommodate children's sleep. There is a fully enclosed garden for outside play. The family has two dogs, two cats and a rabbit.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She also offers overnight care. The childminder works with an assistant. She is currently caring for 11 children; of whom, five are in the early years age range. She receives funding for the provision of free early education to children aged two, three and four years. The childminder has an early years qualification at level 3 and is a lead childminder practitioner.

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

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

- support children further by giving them more time to respond to questions.

## Inspection judgements

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

Children make excellent progress from their starting points as the childminder diligently plans exciting activities to challenge their development. The childminder routinely involves parents from the start with initial observations of children's interests and continues to involve them, such as their contributions of children's learning at home. For example, the childminder works extremely well in partnership with parents to support children to overcome their fears, such as the dark. She has very good knowledge of children's interests, such as technology and how children learn. Therefore, she plans activities so that children can explore the den with torches, fibre optic objects and glow in the dark toys to provide a stimulating sensory experience that the children thoroughly enjoy. Children squeal with delight and say 'it's flashing different colours'. The childminder completes detailed observations as children engage in a rich and varied educational programme. She accurately records children's progress and identifies their next steps in learning to influence future planning successfully.

The childminder uses elements of 'Every child a talker' very well to support children's communication skills. In particular, she uses props exceedingly well to focus children's attention as they listen intently to stories. Children are actively involved and thoroughly

enjoy the varied voices the childminder uses for the characters. Children use technology well to record their own voices so the childminder can use them in the story. They listen very carefully to instructions from the childminder to operate the voice recorder independently. Younger children use sign language exceedingly well to support their developing language as they listen to the story identifying key objects in the book and their environment. Generally, the childminder is excellent at providing commentary to what the children play with and asks questions to help them extend their ideas and think about what they are doing. However, occasionally, due to her enthusiasm, the childminder does not always give children time to answer the questions.

The childminder gives children every opportunity to solve problems for themselves. For example, she gives children time to investigate how to remove the toy vans from the doll's house, providing verbal support when needed. Children persevere and successfully twist and turn the vans until they can pull them free. Children thoroughly enjoy building with wooden blocks as they develop excellent physical and creative skills. They carefully place blocks on top of each other and use tools purposefully to drill, measure and construct according to their own experiences. Children clearly explain what they are building, such as a camera, commenting 'lovely pictures it's getting of me'. This demonstrates children use their imaginations well.

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

Children are exceedingly happy and confident in the homely environment. The childminder has carefully considered children's interests and provided a stimulating range of high-quality toys and resources. The childminder has labelled these clearly with words and pictures so that children can make decisions about their play for themselves. The childminder makes excellent use of local amenities to extend children's experiences, such as visits to the library and the local park. Therefore, children have valuable opportunities to be outside and learning about their community.

The childminder knows her children very well and forms positive and caring relationships with them. She consults with the children frequently helping them to make decisions for themselves. For example, she listens to the children and respects their views when they decide to play outside in the rain and decide on which songs to sing while changing nappies. The childminder positively reinforces children's independent skills in readiness for their future learning. For example, children are encouraged to put their shoes and coats on for themselves. The childminder supports children to understand how to keep themselves safe. For example, she explains to younger children the importance of rolling their sleeves up on their coats so that their hands are free to prevent them falling over. Children's behaviour is exemplary. Children use the emotion chart exceptionally well to explain how they are feeling. The childminder supports children extremely well to resolve conflicts independently, such as using a sand timer to encourage sharing.

Children develop very good understanding of consistent hygiene routines. They know it is important to wash their hands before they eat their snack. Children use knives safely as they prepare their fruit, sharing it between them. Children thrive as the childminder

prepares healthy and nutritious snacks and meals that meet their special dietary requirements.

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

The childminder has excellent knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Children are cared for in a very safe and secure environment that is thoroughly risk assessed by a vigilant childminder. Rigorous and robust arrangements enable the childminder to monitor the suitability of assistants. Comprehensive induction packs enable assistants to have excellent knowledge of policies and procedures. Thorough monitoring of professional development ensures they effectively implement these and that they routinely attend relevant training to support their knowledge. The childminder and her assistants have excellent knowledge of safeguarding procedures and practice, in particular their responsibility to report any concerns they have about a child in their care. There are strong links with external agencies to enable prompt action to be taken should the need arise.

Excellent partnerships with parents enable information to be readily shared, such as through newsletters. Open days are used effectively to share information about children's achievements, share activities that the children do at home and to provide advice and guidance to enable continuity in children's care, learning and development. Parents comment positively stating that their children 'enjoy their time at 'Twinkletoes' and talks enthusiastically about daily activities'. The childminder fully consults with parents on any improvements, such as the redevelopment of the garden. She frequently uses questionnaires to gain the views of parents, such as using the library more for the reading challenge. Parents willingly volunteer their time to help children develop an understanding of the wider community, such as sharing their skills as a nurse and a veterinary nurse.

The childminder works collaboratively with others using a range of tools to evaluate the effectiveness of her provision continually. She is a highly skilled and motivated childminder who continuously strives for improvement. For example, since the last inspection the childminder has made excellent progress. She has made extensive changes to the outdoor environment so that children have every opportunity to explore and be physically active in a very well equipped garden. For example, children have every opportunity to grow their own fruit and vegetables, learning to care for them and harvesting them to eat. Effective use is made of detailed action plans to identify areas for improvements accurately. The childminder has developed highly reflective procedures to monitor her planning and assessment systems. Consequently, children make outstanding progress in their learning and development as the childminder has thorough knowledge of how children learn and their learning priorities.

### **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

<b>Unique reference number</b>	EY266467
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	932709
<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>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/03/2011
<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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