

Inspection date	11/03/2014
Previous inspection date	24/03/2009

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		3
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 requires improvement

- Children settle quickly in the childminder's home, are happy and build strong relationships.
- The childminder provides an enjoyable learning environment so that children can make choices and initiate their own learning and development.
- The childminder has strong partnerships with parents, which has a positive impact on children's care and development.

It is not yet good because

- The childminder has not carried out a risk assessment of the outings she undertakes, to ensure she considers all risks to children when attending toddler groups.
- The childminder does not have a thorough system to plan challenging activities and experiences accurately for the children from her observations on their next stages of development.
- The childminder does not use all learning opportunities to support older children in developing their literacy skills further.

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.
- The inspector carried out a joint observation with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation including written policies and procedures, and children's development records.
- The inspector took account of the childminder's self-evaluation and parents' written comments left for the inspection.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 1991. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder, and two of their three grown up children in a semi-detached house in Bath, Avon. The house is within walking distance of local schools, shops, toddler groups and parks. Minded children have use of three rooms downstairs, one of which is used to store resources. Toilet and sleep facilities are all the first floor. The path area only around the rear garden can be used for outdoor play but the childminder also uses parks and play areas regularly. The childminder and co-childminder together are currently caring for six children in the early years age range. The childminder holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- assess the risks or hazards which may arise for children when attending groups outside the home and identify the action to take to minimise or manage any risks, with particular regard to children sleeping
- improve the use of information about children's next stages of development to ensure children have challenging experiences in all areas of learning

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

- improve knowledge of how to further support older children's literacy development, for example by helping children to recognise rhyme in stories

Inspection judgements

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

The childminder plans and provides children with experiences in all areas of their learning and development. She gains suitable information from parents to identify children's starting points and to know what interests the children. She sometimes records a summary of children's development and shares information well with parents. However, she does not consistently use her observations to plan challenging activities in all areas, according to children's next stages of development. This has an impact on the progress the children are able to make. The childminder organises her premises thoughtfully so that children can initiate their own learning through exploring the wide range of resources. The

childminder takes children to a variety of toddler groups to provide a wider range of experiences and activities. This means that children make satisfactory progress in all areas of their learning and development.

The childminder provides support for children to make strong progress in their key areas of development. As a result, she prepares children well for their next stage of learning or school. For example, she uses impromptu situations such as looking at packaging at snack time to encourage children's language skills and teach new vocabulary. She responds well to babies' verbal expressions, showing them how to take turns in conversation. The childminder encourages toddlers to have imaginary conversations on the toy telephone and extends this for older children by asking them to find numbers on the phone. The childminder supports older babies in moving safely around the premises and praises them for 'good standing' when they feel confident to stand on their own. As a result, they are pleased with their achievements and continue to practise their new skills. Children make independent choices and are confident to make suggestions and initiate their learning.

Children develop a strong imagination as they dress up and take on the role of a fire officer for example. The childminder joins in with child-initiated learning, such as singing songs as children play a toy piano. The childminder offers to read to the children and respects their decisions when they want to look at a book independently. Children enjoy whole group stories and cuddle up to the childminder to enjoy them. However, she misses some teaching opportunities by not pointing out rhyming words to older children, for example, to develop their language and literacy skills. The childminder shows young children how to operate toys and gives them time to try for themselves. She encourages warm relationships between the children and as a result, the older children are kind and gentle with the babies. The childminder demonstrates how to use equipment and gives children time to try. She encourages children to work together, noticing shapes and features in floor puzzles for example, to enable them to persevere and complete their tasks.

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

Children settle quickly on arrival and demonstrate they feel secure by going immediately to play, while their parent talks to the childminder. The childminder encourages children to develop nice manners and understand expectations. For example, older children tell the childminder when they want to use the other room or go to the toilet, so the childminder can supervise them. Children learn to positively value each other's differences, through discussions, books and role play. The childminder encourages conversations about feelings, suggesting that we all like different things. Consequently, children behave well, are kind to each other and build strong relationships. The childminder prepares children appropriately for their next stage of learning and school.

The childminder organises her premises well to enable children to make independent choices, initiate their learning and have suitable space to play. For example, older children set up a train track in the lounge, while younger children explore resources in the dining room. The childminder uses one room to store additional resources and changes them

around according to the children's interests. The childminder organises weekly outings to extend their experiences, such as a soft play centre for their physical development. They enjoy trips to the park and attend toddler groups to socialise with other children and have a wider range of planned activities.

The childminder and her co-childminder work together well so children can eat, sleep and have their personal needs met according to their individual needs. Children help themselves to their drinking beakers, have drinks when they wake from a sleep and enjoy nutritious snacks. The childminder has a sound awareness of children's dietary requirements and ensures children only have appropriate foods to support their needs and welfare. Babies sit safely strapped into highchairs, which the childminder cleans between uses, to protect babies' health. Children also have individual flannels to wash their faces and hands before eating. The childminder talks to older children about healthy practices while she changes babies' nappies, so that they understand about healthy practices. The childminder encourages older children to gain an awareness of road safety and be aware of dangers in the home so that they learn to keep themselves safe.

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

The inspection took place following a concern raised to Ofsted that the childminder left a child in a pram outside a toddler group without supervision. The inspection found that the childminder had left a sleeping child near the entrance door at the back of the premises that she was constantly monitoring and the child came to no harm. However, the childminder did not carry out a risk assessment for outings to identify any steps she needs to follow to minimise or manage any risks to children when using the group. This is a breach of a legal requirement. The childminder now has a suitable understanding of her responsibilities in meeting the requirements and no longer leaves children sleeping outside. The childminder carries out suitable risk assessments of her home to ensure children cannot access items such as dangerous substances. The childminder has had recent safeguarding training and as a result has a sound awareness of child protection signs and procedures. She works well with her co-childminder so that they can meet children's care needs and ensure suitable supervision of children to keep them safe. She has suitable information and stores documentation confidentially to suitably safeguard children. The childminder and her co-minder are very clear on the number of children they can have and registers demonstrate they always work within the correct ratios.

The childminder has a sound understanding of how to meet the learning and development requirements. She has suitable systems to monitor children's development and provides parents with the required progress check for two-year-old children so they are aware of the progress their children make. The childminder builds strong partnerships with parents, which is a strength of her provision. Parents comment positively on how their children enjoy going to the childminder's home and socialising with other children. Parents suggest that sharing information via a diary is useful to help ensure their children receive consistent care and that they agree with the childminder's assessment of their child's development. The childminder also uses the diary when children attend other settings to

support consistency of care and learning for each child. The childminder works closely with parents to support children's independence, such as toilet training to help them develop personal care skills.

The childminder has some suitable systems for reviewing her provision and looking at ways to improve her practice. She has had recent training in providing inclusive practice and writing a progress check for two-year-old children, to extend her knowledge of meeting requirements. She identifies some actions which will help her to continue to improve outcomes for 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	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	132901
Local authority	Bath & NE Somerset
Inspection number	947031
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	24/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

