

<b>Inspection date</b>	07/04/2014
Previous inspection date	29/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 and the assistant have strong bonds with the children, who are settled, happy and enjoy their time.
- Children develop good language skills because the childminder chats often with children, introducing them to new words and ideas instinctively.
- The childminder plans indoor activities and resources well, which means that children have lots of opportunities to learn as they play.
- The childminder is well organised and has an in depth knowledge of how children learn best, so that they are well prepared for their next steps in their learning and development.

#### **It is not yet outstanding because**

- Children are not always given the choice to play outside during a session.
- The resources outside limit the opportunities to access all areas of 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 the children indoors at play.
- The inspector sampled paperwork including risk assessments, policies and children's learning diaries.
- The inspector sampled the online facility for parents.
- The inspector discussed the provision with the childminder and the assistant during the inspection at appropriate times.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

The childminder was registered in 2008. She lives with her husband and children aged 11 and 15 years, in the Worle area of Weston-Super-Mare.

The whole of the house is used for childminding and there is a fully enclosed garden for outside play. The family have a pet cat.

The childminder is also registered on both parts of the Childcare Register. The childminder works with an assistant and they are currently have 11 children on roll in the early years age group.

The home is within walking distance of the local primary school, children's groups, park and shops. The childminder has use of a car.

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

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

- increase the opportunities for children to choose when they play outside
- have a wider range of learning resources in the outdoor area, readily available for children to use.

### Inspection judgements

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

The childminder and her assistant are knowledgeable and have a clear understanding of the Early Years Foundation Stage. There is a constant emphasis on teaching the children as they play purposefully, which means that children make good progress and learn in a fun, exciting environment. The childminder encourages children to help prepare and set up tasks. This gives them responsibility and, consequently, this boosts their self-esteem and independence. There is an abundance of resources and many opportunities for children to create and to express their individuality. For example, children make Easter baskets with glitter, using a variety of pens and collage materials. The childminder and the assistant consistently extend children's understanding by discussing and explaining things to them. Children feel they can ask questions, and do so with confidence, because adults respond sensitively, using simple language, which enables children to feel valued and promotes their curiosity further.

Children develop good skills for language and literacy. The childminder encourages the learning of letters and sounds, which is good preparation for school. For example, children learn the letters for their names, and this motivates children to write. For example, they 'write' letters to their families and they learn new words like 'envelopes' as the assistant

explains that letters need stamps, and extends the conversation to include the purpose of the post office.

Children are constantly learning about the world around them as they play. They are interested in things; they listen, learn and ask more questions. The childminder and her assistant use good questioning techniques to introduce children to mathematical language and ways of thinking. For example, they ask, 'What colour will you use?' and 'How big do you want the basket?' They also read stories with enthusiasm and expression, and children listen with excitement and interest. The routine allows lots of time for stories and songs and children participate with enthusiasm; they squeal with joy when they sing fun songs like, 'Mr Clickety came' and 'Sleeping dinosaurs.'

The childminder and the assistant carry out regular observations of the children to make accurate assessments of children's skills, knowledge and abilities. They work closely with parents to establish children's individual starting points, interests and preferences. This information helps them to plan a broad and balanced range of enjoyable learning experiences that reflect children's interests and stage of development, so that children make good progress in all areas of learning in the Early Years Foundation Stage. The childminder and assistant work well together to make sure their systems are effective and that the quality of their teaching is good. They fully support children with special needs and/or disabilities. The childminder has good links with outside agencies so that children who benefit from additional support have their needs met effectively.

Parents engage in two-way dialogue with the childminder on a daily basis, so that there is a shared and consistent approach to support children progress. The childminder prepares termly summaries of children's learning and development, which parents are able to share with outside professionals, or with any other settings that children attend. This means that there is good support for the next steps in children's learning and for starting school. The childminder has an interest in the Montessori approach and she offers children resources that support this style of learning. The children show excitement and enthusiasm when they use these structured resources, responding positively to the different approach.

Children are able to develop their physical skills as they dig, or ride on wheeled toys in the garden, and they have opportunities to run and climb in the more open spaces of the park, to which the childminder takes them frequently. However, children are not always given a free choice to play outside and the resources available outside limit the opportunities for children to access all areas of learning.

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

The childminder works with an assistant and this allows the arrangement of a key person system to be set up. Careful monitoring of children's records of learning and development, allows a clear focus on each child's interests. This means that secure, genuine relationships build and children are happy and content at the provision. Children access resources and participate in planned activities with excitement and confidence. The childminder promotes independence throughout the session for all the children. For

instance, a child who is keen to help is encouraged to help set up an activity. All children help to tidy away the toys: this gives them a sense of pride and responsibility and boosts their self-esteem. The childminder is effective in adapting activities to make them sufficiently challenging for children and appropriate to the needs of each. The childminder and the assistant give genuine praise the children throughout activities and children delight in this acknowledgement.

Children learn about how to keep themselves safe and how to use equipment safely. For example, at snack time children use knives to chop and prepare their fruit. The childminder teaches the children to use the utensils with care. This means the children begin to use simple tools skilfully and they learn about taking risks and being safe. There are plans in place to discuss 'Stranger danger', where this is appropriate to children's ages and understanding. The childminder also uses stories to which children can relate, to give them an understanding of keeping safe.

The childminder has strict hygiene regimes in place and she provides healthy and nutritious snacks. She encourages parents to provide healthy lunches and children have drinking water available at all times. Children help to prepare the snacks and this encourages them to try and enjoy new fruits, which gives them a healthy outlook as well as developing their independence and self-confidence.

Children behave well because the childminder and assistant are good role models and consistently give reminders of expected behaviour. This means that the children know what is expected of them and they start to realise appropriate ways to behave; for example, children are happy to share and cooperate as they hand around the resources to each other. They also learn about routine. This in turn prepares the children for school and boosts their self-confidence and emotional well-being because they feel secure.

Resources inside and outside allow children to learn and develop in an appropriate manner; however, outdoor resources do not reflect all the areas of learning and the childminder does not encourage children to make decisions about when to play outside. This provides fewer opportunities for children who prefer to learn actively outside. Children make good progress nevertheless, and daily trips to local groups and to the park ensure that the children experience different environments.

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

The childminder employs an assistant. Arrangements for vetting and suitability checks are robust. Induction arrangements are effective and there are ongoing systems in place to review suitability, appraise performance and provide supervision.

Both the childminder and the assistant have completed safeguarding training and have a comprehensive understanding of how to keep children safe. The childminder promotes children's safety in the home and on outings by effective use of risk assessments.

Training and ongoing continuing professional development are high priorities for both the childminder and for her assistant. The childminder values, and acts on, advice from local authority advisors to enhance her good provision for children. She works hard to keep her knowledge up to date and has close links with other childcare providers in order to support her own professional development and improve on her already good practice.

The childminder has taken action to ensure that the recommendations from the previous inspection have been implemented. Self-evaluation is good. She constantly strives towards improvement, identifying priorities and implementing any changes required. The childminder monitors children's learning regularly and effectively, and plans closely with her assistant, so that any gaps in children's learning close quickly.

Partnerships with parents and other agencies make a positive contribution to meeting children's needs. There are opportunities for parents to contribute to the learning and development programme. The childminder is aware that early intervention is essential for children who have additional needs and there are effective links with outside agencies, to support the progress and learning of all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY381701
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	844524
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 5
<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>	29/04/2009
<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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