

<b>Inspection date</b>	19/03/2014
Previous inspection date	12/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 are motivated to learn as the childminder provides a good balance of planned activities and self-chosen play.
- The childminder helps children learn about their feelings and to express themselves so that they are well prepared for future learning.
- The childminder focuses well on improving the provision.
- Children are happy and settled as the childminder takes time to get to know them and forms strong partnerships with their parents.

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

- The childminder does not use all opportunities to promote children's understanding of hygienic practices.
- The childminder does not always extend children's learning about colour and shape during every day routines.

## 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.
- The inspector observed the childminder's interactions with children.
- The inspector sampled a range of documentation including self-evaluation, learning diaries, policies and procedures.

## Inspector

Rachael Williams

## Full report

### Information about the setting

The childminder registered in 1996. She lives with her husband and their teenage daughter. They live in Worle near Weston-super-Mare, North Somerset. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is currently minding three children within the early years age range. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years old. The childminder has achieved an early years qualification at level 3.

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

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

- develop further children's understanding of hygienic practices, such as why they need to wash their hands
- enhance children's understanding of colour and shape by, for example, discussing these during activities.

## Inspection judgements

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

The childminder provides children with a broad and balanced range of experiences across the areas of learning. The childminder takes time to get to know the children through her discussions with parents and her observations so that she can plan purposeful activities to challenge children's development. For example, knowing that new starters enjoy painting and exploring materials, the childminder plans an activity for children to create a Mother's Day gift. The childminder gives clear explanations to the children who are attentive and listen carefully to instruction. They explore the paint with their hands describing it as 'squidgy'. The childminder challenges children further to correctly order the sponge letters in their name to print. The childminder gives children the opportunity to explore their ideas, such as using the sponge to cover their hands and use the tools in different ways to make marks. However at times she does not always take up the opportunity to further develop children's understanding of colour and shape. For example when she mixes the paint for children to use.

Children thoroughly enjoy developing their early writing skills at the easel. They confidently use big movements to draw circles and lines combining media as they explore shape. The childminder supports children's current interests well. For example, she has

provided a number line by the easel as she has noticed children begin to recognise numerals and attempt to write them independently. Children recite numbers confidently and use them in their play. Children are encouraged to be imaginative and to develop their ideas. For example, children decide that the large cardboard box is no longer a library but is now the garage for the ride on car. Children competently reverse the car in and out of the box negotiating space well.

The childminder makes observations of children's engagement in activities and tracks their progress well. She completes a summary of children's progress each term and identifies their next steps in learning. This helps influence future planning so that the childminder can challenge children effectively so that they make good progress in their learning and development. The childminder uses the daily communication diary to share information with parents and ideas on how to promote learning at home. The childminder invites parents to contribute their thoughts to their children's progress check at two years.

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

The childminder organises the play space well so that children can make independent choices. There is a good range of high-quality toys and resources easily accessible to the children in labelled boxes. The childminder regularly rotates resources according to children's current interests.

Children are happy and confident in the setting. They have made secure attachments for example, seeking reassurance and hugs from the childminder when they arrive. Children are confident in their relationships with the childminder and ask for help, such as to undo the zip on their boots so they can take them off independently. This successfully promotes the skills required for their future learning well. Children behave well as there are familiar routines and clear boundaries. The childminder helps children to express themselves and to learn about how they feel. For example, during a painting activity the childminder encourages children to identify a happy face and to think about what makes them happy. The childminder uses appropriate strategies to manage behaviour. She knows children's interests well and uses this knowledge to distract and redirect children. She praises children's positive behaviour well.

Children are aware of their own personal needs. For example, children politely ask for a drink with their healthy and nutritious snack such as, 'please may I have milk-not cold, but warm'. Children access the toilet independently. They are familiar with hygienic practices and wash their hands. However, the childminder does not reinforce children's knowledge consistently explaining to them why it is important to wash hands or to put their hands in front of their mouths when coughing. The childminder has good knowledge of children's routines to enable them to sleep soundly and comfortably according to parents' wishes. Children have good opportunities to be physically active. At present, children are unable to use the garden due to the weather. Therefore, the childminder has brought the large play equipment, such as the climbing cube, into the playroom. Children confidently explore and enjoy climbing the wall, rolling on the bar and descending the slide. The childminder supervises children well and provides clear explanations on how to keep

themselves safe, such as waiting until children have moved from the bottom of the slide before they descend. Planned activities also support children's understanding of safety, such as road safety in their imaginative play and playing the traffic light game, which helps children to listen and understand expectations.

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

The childminder has good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She provides a safe and secure environment that is effectively risk assessed. She identifies potential risks for the premises, outings and the impact of any other children who may be present at the setting. The childminder has good systems in place to record any existing injuries, accidents and administered medication. The childminder has good understanding of child protection issues. She understands her responsibility to report any concerns she may have about a child and has developed strong links with key agencies.

The childminder has good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She plans purposeful activities and assesses children's progress effectively so that they make good progress from their starting points.

Following a notification to Ofsted from an outside agency in December 2013, an announced investigation visit was carried out. This found the childminder was, at that time, in breach of specific requirements and Ofsted issued a notice to improve. This related to the childminder improving her risk assessments and reviewing how she managed behaviour. The childminder has put appropriate measures in place to address these requirements. She has devised a risk assessment to evaluate the setting in meeting the needs of minded children. She has reviewed her behaviour management policy to include positive language and appropriate strategies.

The childminder develops strong partnership working with parents. She gains appropriate details from parents during their settling in visits, such as children's interests and starting points, to guide her initial planning of activities. The childminder provides specific information to parents about the service she provides, including risk assessments of the provision should other children attend the setting. There is a good two-way flow of information for example, through texts to reassure parents and daily communication diaries. Parents comment favourably about the setting stating that they feel their child is a 'part of the family' and enjoy the activities provided.

The childminder uses self-evaluation well to identify accurately areas for improvement. For example, the childminder is currently completing an audit of her outdoor resources so that she can extend the provision to meet the needs of the children who attend. She has focused on improving the learning environment, such as providing resources at a low level for children to access independently. She wishes to extend this further and provide a hanging rail for the dressing up clothes as she has identified that these resources are

under utilised. The childminder attends regular training and meetings to update her knowledge, such as inclusion, first aid and quality improvement.

### **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

<b>Unique reference number</b>	118468
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	954118
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/01/2010
<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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