

Inspection date	18/09/2014
Previous inspection date	28/05/2009

The quality and standards of the early years provision	This inspection:	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

- The childminder plans effectively to promote and extend children's learning based on their starting points, so they make good progress. The childminder involves children in making decisions about their play, so they enjoy what they do.
- The childminder helps children gain good social skills, ready for the next stage in their learning.
- The childminder provides interesting activities, and a stimulating environment. Resources are of good quality and suitable for children's stages of development.
- The childminder knows the children well, helped by her strong links with parents.
- The childminder keeps her practice up-to-date through regular training. She keeps children safe through effective daily routines and thorough risk assessment.

It is not yet outstanding because

- The childminder does not have very high expectations of children's ability to be independent, or to gain valuable literacy skills, to prepare them as well as possible for the next stage in 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 at play both indoors and outdoors.
- The inspector talked with the childminder, and discussed her policies and risk assessment.
- The inspector sampled documentation including, children's files, required records and evidence of training.
- The inspector sought parents' views through questionnaires and letters of referral.

Inspector

Shirelle Norris

Full report

Information about the setting

The childminder lives with her husband and two children in Portishead, North Somerset. Children have access to all areas of the house. There is an 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 caring for four children in the early years age group. The family has two cats. The childminder has a relevant 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:

- ensure very high expectations of children's ability to be independent, such as by involving them in mealtime routines through helping to prepare food and drinks, and by enhancing the programme for literacy, to make a wide range of books readily accessible for children's independent enjoyment, including outdoors.

Inspection judgements

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

The childminder has a good understanding of how children learn. She uses her knowledge by providing a wide range of interesting activities for children. Children are encouraged to have a go, and become active learners. Children make good progress in their learning in regard to their initial capabilities on entry. Effective methods of gaining information about children's individual learning needs mean the childminder is fully aware of when and how to promote learning. She completes children's developmental checks with accuracy and detail. She shares her findings with parents, so they are well informed of their children's progress. The childminder sets out specific individual plans that she shares with parents to ensure home learning offers continuity. This approach engages parents and contributes to children's progress.

The childminder teaches with good knowledge of each child's needs. For example, an activity was planned to encourage children to understand how to share resources. The childminder provided a single pair of scissors, and one pair of tweezers deliberately to encourage sharing and taking turns. The activity promoted many aspects of children's learning. For example, children used tweezers to transfer coloured water-balls to pots and colanders inside a large tray. They talked about the colours and categorised the balls. This helped their conversation skills, and early mathematical learning, as well as their coordination. The childminder engaged well with the children. She introduced new words, for instance, 'magnificent', which one child subsequently used. This meant that children's language and communication development was stimulated effectively. Children learnt to

share the resources, so developing their social skills. This teaching helps children gain the skills they need for the next stage in their learning. However, the childminder does not promote aspects of the programme for literacy so well, meaning that she does not prepare children exceptionally well for school. For example, there is only a small selection of books, with none offered outside where children often choose to play. This does not encourage children to browse through books independently, to gain a love of these as part of the process of preparing to learn to read.

The childminder plans the day to ensure a good balance of adult-led and child-led activities. This arrangement gives her time to stand back and observe children's play, so she can follow their interests and assess any progress. The childminder praises children's accomplishments. For example, when children spent time untangling a string of flags and then worked together to peg them around the decked area outside, she praised their efforts. The childminder photographed their work, so children felt proud. Celebrating success boosts children's self-esteem, and motivates them to achieve.

The childminder provides children with a good range of technological experiences suited to their level of understanding. These experiences give children a good foundation to use battery operated or electrical equipment, in preparation for school. Likewise, the childminder provides appropriate writing materials. She helps children to understand the value of marks. She teaches them how to form letters and numerals when ready to do so. These tasks all prepare children for their start at school by introducing useful skills.

Children enjoy a range of creative experiences. The childminder provides different textures, including natural materials presented on trays. For example, children explored rice, fir cones and conkers by looking at them first, and then touching and smelling them. The childminder prepares children well for their next stages of learning, including the eventual move to school.

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

The childminder is warm and caring. She makes strong bonds with the children. This is partly owing to good settling-in processes. These ensure that she gains significant information from parents, so she has a thorough understanding of children's needs and preferences. Understanding these helps children's emotional security develop well. Children go on outings where they mix with others. These experiences contribute positively to children's emotional security in readiness for moving to other settings, and for the next stage in their learning.

The childminder provides a well organised and stimulating environment. Children are happy, relaxed, confident and excited as they move around freely and independently. They enjoy choosing what to do, and can do so easily because the childminder makes resources readily accessible. Children roam freely, making independent choices about playing indoors or outdoors, because the doors are open to the garden. Resources are well organised, indoors and outdoors. However, the childminder does not make a rich selection of books readily available. This restricts children's choice, so they do not often

choose to browse through books independently, or ask the childminder to read them a story.

Children are safe and secure at the setting. The childminder teaches children road safety on daily outings. This helps children learn to assess risks. She reinforces such learning during children's play. For example, they discussed the zebra crossing, and waiting for the correct lights. The childminder has clear 'house rules'. She was consistent in her behaviour management, and rewarded appropriate behaviour with praise. Children used good manners, and behaved well, as a result. The childminder is a good role model.

The childminder promotes healthy lifestyles effectively. She teaches children about healthy eating by providing healthy snacks and meals. However, she does not involve children in mealtime preparation to help them take on further small tasks and responsibilities to enhance their growing independence. Children washed their hands independently, and used their personal towels to dry them. There are good hygiene routines and clean, safe changing areas for children learning to manage their personal needs, when they are ready.

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

The childminder has a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements. She is clear about the procedures to ensure she safeguards children effectively. She undertakes detailed risk assessments on all areas of her setting. This care reduces hazards and keeps children safe. The childminder has an equally good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She carries out detailed observations and assessments on the children, and as a result, they make good progress across all areas of learning. The childminder monitors children's development closely. She keeps track of children's learning, so she can clearly identify any gaps in achievement. She implements plans to address these. She has plans linked to the children's individual development needs. Parents share these milestones and comment on the progress their children make. Daily discussions help a good exchange of information.

Self-evaluation is robust. It accurately identifies the strengths and some weaknesses of the provision. The childminder has acted upon recommendations from the previous inspection. This shows a positive attitude to improving continually. She is proactive in driving improvement. For example, she has achieved a relevant early years qualification at level three since the last inspection. This training has improved her knowledge, and her teaching skills, and contributed to a higher judgement at this inspection. She works closely with other childminders to share good practice. This aids her professional development.

The childminder has good connections with the local childminding network, and the local authority advisors. This means she knows where to access advice and guidance if she requires it. She has good relationships with parents. She works in partnership with them to ensure a consistent approach in meeting children's individual needs. Parents receive

annual questionnaires to encourage them to play an active role in assessing and improving the provision. Parents say they have 'good feedback' on their children's progress. The childminder has made good connections with the local primary school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY386497
Local authority	North Somerset
Inspection number	844579
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	28/05/2009
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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