

Inspection date	22/09/2014
Previous inspection date	02/11/2011

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 has good knowledge of children's interests through her discussions with parents and observations of children as they play. Therefore, she is able to plan a range of experiences to support children's learning so that they make good progress from their starting points.
- The childminder prepares children well for their move to school. They are confident in their relationships and have good independent skills.
- There are good opportunities for children to help each other and to share photographs of their time with the childminder. This encourages good self-esteem and a sense of belonging.
- Children have a good awareness of how to keep themselves safe.

It is not yet outstanding because

- The childminder does not use all opportunities to help children explore why things happen, such as the effect the wind has on bubbles.
- The childminder does not always use songs and rhymes to encourage younger children to develop their movements, such as when they rock on the seesaw.

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's interactions with the children.
- The inspector sampled a range of documentation, which included written views of parents, self-evaluation and children's learning diaries.
- The inspector questioned the childminder on her understanding of the safeguarding and welfare requirements.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 1996. She lives with her husband and two adult sons in the Bradley Stoke area of South Gloucestershire. Childminding mainly takes place on the ground floor of the premises. Children have access to the first floor bathroom and main bedroom to sleep. There is an enclosed, rear garden for outside play. The family cares for a dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group on a part-time basis. She has an early years qualification at level 3 and therefore may receive funding for the provision of free early education for children aged three and four years old.

What the setting needs to do to improve further

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

- help children to explore the effects of nature and why things happen more fully, for example, as they chase bubbles
- help younger children explore different ways of moving more fully by, for example, singing songs and rhymes for them to respond to.

Inspection judgements

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

The childminder gains key information from parents as children start at the setting using an 'all about me' form. The childminder uses this information successfully to plan initial activities to help children settle. She makes detailed observations of how children learn and their interests. She uses this information effectively to organise a balanced range of experiences to promote children's learning across the educational programme. There are effective systems in place to assess children's progress as the childminder has good knowledge of their next steps in learning.

Children use language well to describe what they are doing in their role-play. For example, children described how they were looking after their baby's needs, such as changing their nappies and rocking them to sleep. Children commented 'She's a bit cold; I think I'll dress her'. Children are confident in their relationships with the childminder and asked for help. The childminder demonstrated how to put the dress over the baby's head for children to copy and to do the fastenings up independently. Children solved problems well, such as to fit the toy travel cot together, and were proud of their achievements. The childminder talked to children about their actions to support their language development. For example,

she talked to younger children about how they were exploring the sand with their hands and sprinkling it on their feet.

There are good opportunities for children to be physically active. Children thoroughly enjoyed chasing the bubbles around the garden, laughing happily. They were curious about their size and movements. However, the childminder did not engage children fully by offering an explanation about the effect the wind had on the bubbles' movements to help children question why things happen. Children climbed steps steadily to descend the slide. They negotiated space well in the toy car as they pushed themselves along. Babies enjoyed the rocking motion of the seesaw as the childminder guides their play. However, there were missed opportunities to engage children further by singing rhymes and songs to help children express themselves through their movements. Children thoroughly enjoyed exploring nature and the childminder captured their interests well. Children were very excited when they observed a worm in the garden. They gained the childminder's attention pointing and commenting 'Can you see?' Children squealed when they saw the worm move and were curious to touch it. The childminder reminded them to be gentle and not to squeeze or stand on it, helping them to understand about caring for living things.

The childminder prepares children well as they move on to school. There are good opportunities for children to learn independent skills, such as putting their shoes on to play outside and dressing dolls. Children confidently identified the letters in their name on an abacus and recited numbers as they tapped each brick in correspondence to the number name. The childminder uses local groups well to support children's social interactions.

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

Children are happy in the homely environment as the childminder uses settling-in visits and communication with other early years settings the children attend to get to know children well. She provides an adequate range of accessible resources, which children confidently explore and make choices about their play. The childminder regularly rotates toys and resources according to children's interests. She provides an activity folder for children to observe and to choose alternative activities.

Children develop good self-esteem. For example, children thoroughly enjoyed looking through their communication diaries, which included photographs of their friends and the places they have visited together. The childminder encourages older children to teach younger ones the benefits of keeping the sand in the sand pit and demonstrated different ways of using the sand, such as building sand castles together. The childminder consistently praises children. Children behave well as they are clear on expectations and boundaries. The childminder helps children learn routines and expectations. For example, the childminder explains the importance of putting the train track away before getting the building blocks out.

Children are familiar with routines and wash their hands after stroking the dog and before

they eat. They sit together to eat a healthy snack of blueberries, grapes and banana. Older children enjoy the responsibility of cutting the banana and use tools safely. The childminder uses this opportunity well to reinforce early calculation skills, such as talking about how many more pieces of banana they need so that all children have three each.

The childminder uses the local environment well to enhance children's experiences. She protects children as she takes appropriate equipment with her to maintain children's safety. She talks to children about road safety and they learn expectations, such as wearing high visibility jackets in crowded places and holding hands. Children explain that they are able to walk a little bit in front of the childminder but have to listen and not go too far that the childminder has to shout. This demonstrates that children are becoming increasingly more aware of how to keep themselves safe. The childminder maintains children's safety while they sleep. For example, she has good knowledge of children's sleep routines and completes visual checks regularly to promote their well-being. Children are hugged and reassured as they wake from their sleep. The childminder provides them with familiar toys to play with as she helps them acclimatise to the environment again and be ready for their play.

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

The childminder has good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has detailed policies and procedures that underpin the childminding service she provides. She provides a safe and secure environment, which is thoroughly risk assessed. She has good knowledge of who may collect the children to enable her to release children into the care of a named and known adult. The childminder has good understanding of her responsibilities to report any concerns she has about a child in her care.

The childminder maintains good links with parents to enable them to receive regular information about their children's achievements, such as using a daily communication diary. The childminder regularly invites parents to provide information on children's learning at home. This supports continuity in children's care, learning and development, such as consistent practices to manage children's behaviour effectively. Parents comment favourably about the setting describing the childminder as 'Reliable, trustworthy and caring' with a 'Genuine warmth towards children'.

The childminder evaluates her provision well. She has identified key areas for improvement, such as involving parents further by requesting feedback using a questionnaire. She has a positive attitude to training, identifying relevant courses such as to support special educational needs and/or disabilities. She has recently completed her early years level 3 training, which has greatly impacted on the improvements observed since her last inspection. For example, the childminder has developed better understanding of how to observe, plan and assess children's progress. Consequently, monitoring systems reflect that children make good progress in their learning and

development.

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. 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	136359
Local authority	South Gloucestershire
Inspection number	842998
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	02/11/2011
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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