

Inspection date

Previous inspection date

26/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 develops positive relationships with children and provides a warm and supportive environment. This helps children to develop independence and promotes their emotional well-being.
- The childminder supports children to develop their communication and language skills through skilful interactions and questioning during their self-chosen play. As a result, children make good progress in their learning.
- The childminder has a good understanding of how children learn and adapts activities well to suit their individual needs. This encourages children to be interested and keen learners.
- The childminder has established good communication with parents which ensures that they are fully involved in their child's learning and development.

It is not yet outstanding because

- The garden is not fully developed to offer children a wide range of active outdoor learning experiences.
- The self-evaluation process does not always take into account the views of parents.

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 in the play rooms and routines including lunch-time.
- The inspector held meetings with the childminder.
- The inspector looked at assessments and records of children's learning, and planning documents.
- The inspector checked evidence of suitability and qualifications of the childminder and the suitability of other adults living in the premises.
- The inspector checked a range of policy documentation and the provider's self-evaluation and improvement plan.

Inspector

Elaine Ellis

Full report

Information about the setting

The childminder registered in 2009. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder provides care all year round between the hours of 8am and 6pm. She lives with her partner and two children. The house is situated in the residential area of Yatton, near Bristol. Childminding is contained to the downstairs of the home only; there is a toilet situated downstairs. There is an enclosed garden at the back of the house with access from a conservatory used as a playroom. The home is accessible at street level. The childminder currently cares for six children under the age of eight. She can offer to pick up and drop off children to and from other settings or from their home. Local facilities within walking distance include a primary school, children's centre, shops and a park. The family has a dog which can be kept in a separate room from children.

What the setting needs to do to improve further

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

- develop the garden area in order to offer children a wider range of outdoor experiences to support active learning.
- consider ways of gaining parents' views when evaluating practice in order to effectively improve outcomes for children.

Inspection judgements

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

The childminder knows the children well and she uses this knowledge to provide activities based on children's needs and interests. She has a good understanding of the learning and development requirements and plans relevant experiences to promote children's next steps in learning. This helps them to learn through purposeful play and consequently, children make good progress in their development. The childminder sensitively joins in with children's imaginative play, chatting to the children and asking questions. This extends the children's thinking and ideas. For example, when children pretend to make toast during a role-play activity, the childminder talks about what they eat at home. One younger child confidently states, 'I like lots of toast, I going to make more'. The role-play area is equipped with a variety of items to support children's imaginative play and use of technology. As children use a range resources that involve pressing buttons and turning knobs, they practise physical skills to develop hand dexterity.

Children have access to a wide variety of resources which are easily accessible and stored

at low level. These are clearly labelled with pictures which helps children to select their own toys and activities. For example, children confidently select a range of items to dress and feed the baby dolls. Resources are well organised and this helps children to develop good levels of independence and self-confidence. During activities the childminder encourages children to solve problems for themselves. Children demonstrate good levels of perseverance as they are encouraged to work out how to put the lids on ink pads. The childminder offers sensitive encouragement but allows the children time to try different approaches. As a result, children make good progress in their personal, social and emotional Development.

The childminder offers a good balance of child-initiated and adult-led activities. Children are given uninterrupted time to develop their ideas during self-chosen play. The childminder skilfully joins in the play, following the children's lead in order to extend their language. The childminder does this by providing a narrative and introducing new words and concepts without disrupting the flow of play. For example, as children notice the sound of an aeroplane the childminder talks about the noise it makes. Children then become fascinated about what is in the sky and this leads on to a discussion about a rainbow. This supports children to develop a wide range of vocabulary and promotes communication and language development. Children are confident in talking to the childminder about what they are doing and demonstrate curiosity and enthusiasm about the world around them. However, the garden has not been fully developed to offer children more opportunities to take part in discovery and active learning outdoors.

Children's understanding of mathematics is effectively promoted because the childminder introduces numbers and counting as children play. Children are encouraged to practise counting and learn number correspondence through counting everyday items during routines such as snack-time. They are encouraged to recognise colours, shapes and patterns during their play. For example, as children set up a picnic for the dolls the childminder introduces mathematical language such as 'circle' and 'one more'. The childminder encourages children to count, recognise and name shapes and to talk about features of patterns. As a result, children develop good mathematical skills.

The childminder makes accurate, ongoing observations and assessments of children's learning and development which are kept in individual learning journals. These are regularly shared with parents and contain a range of information, including achievements from home. The childminder closely tracks and summarises each child's learning using a tracker sheet. This enables her to monitor children's progress and plan appropriate and challenging next steps in learning. The childminder shares learning and development ideas and agrees priorities with parents and as a result, children make good progress.

The childminder completes progress checks for children aged two years involving parents and other settings. The childminder understands the importance of working with other settings to ensure a consistent approach. For example, by completing and sharing assessments on a regular basis with other childminders and pre-schools that children attend. The childminder completes initial assessments during the first months of a child attending, using information from parents, other professionals and her own observations. This ensures that the childminder has a thorough knowledge of children's starting points and their needs and interests. Parents are kept up to date with their children's

achievements through daily discussion and communication books. Consequently, partnerships with parents are strong and effective in supporting children's learning and development.

Overall, the childminder provides enjoyable and stimulating experiences which help children to acquire positive attitudes to learning. The childminder understands how to effectively support children's learning and development so that they are ready for the next stage of their learning and school.

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

The childminder provides a warm and caring environment, where children have developed trusting relationships with her and other children. Children clearly feel secure with her as they remain at ease when visitors arrive at the home. The childminder knows the children and families really well and strong relationships ensure that children develop confidence and feel safe. This supports children's all-round development and emotional well-being.

Individual care needs are planned together with parents and this has a positive impact on the care and well-being of children. For example, younger children quickly learn to use the toilet and as a result, gain a sense of achievement and self-awareness. Children are encouraged to develop independence during self-care routines. They are helped to learn how to wash their hands and place used towels in a wash bag after use. As a result, children learn to manage their personal needs relative to their age. The childminder provides a cosy place where children can rest in comfort and children confidently ask when they want to sleep.

The childminder promotes healthy eating through offering a choice of snacks such as fruits and drinks of milk and water. Younger children feed themselves and confidently ask for more. The childminder plans daily outdoor trips to the local park and activities such as 'welly walks' to provide outdoor experiences in the fresh air. However, the garden is not fully developed to support children's active learning. This means that those children who learn better outside are not able to experience continuous play between the inside and outdoor areas.

The childminder encourages children to understand the importance of keeping healthy and safe, using gentle reminders and guidance. She uses individual hand towels for children, which helps to prevent the spread of infection. Children are reminded that scissors are sharp and not used for playing with and the importance of washing hands before eating. Ongoing risk assessments ensure that potential hazards are identified and minimised and therefore children's safety is a high priority.

Children of all ages learn the expectations and 'house rules' and as a result, children behave well. The childminder is a good role model to the children with her calm and caring manner. She treats children with respect, resulting in a positive atmosphere and children play well together. The childminder encourages children to be courteous and offers praise for their good behaviour and their achievements. Older children are sensitive

to the needs of the younger children. They help them to follow routines such as washing hands before lunch. During meal times, children are encouraged to be polite and take turns, therefore, they gain social skills and consideration for others.

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

The childminder understands her role and responsibility to protect children from harm and keep them safe. She has completed appropriate training on safeguarding children and has comprehensive policies and procedures which are shared with parents. The childminder understands the procedures to follow if she has concerns about a child's welfare. Evacuation and fire drill procedures are in place. The childminder completes daily checks and risk assessments across both indoor and outdoor areas. An appropriate adult to child ratio is maintained and this enables children to receive good quality care and teaching. The childminder has a rigorous e-safety policy and procedures in place and can recognise and is aware of e-safety issues. The childminder is vigilant in minimising hazards and this ensures that children can play freely and safely.

The childminder has a good awareness of her responsibilities in meeting the learning and development requirements. She completes regular observations and uses information from home to assess children's progress and identify next steps in learning. The childminder knows the children well and as a result, plans accurately to meet individual needs. The childminder tracks and monitors the individual progress of each child and quickly identifies if there are any gaps in learning and development for their age. Consequently, children develop appropriate skills and abilities across all seven areas of learning and make good progress.

The childminder continually reflects on her practice and identifies areas for development in order to improve the provision. She has completed a detailed evaluation of her practice which shows actions to improve. For example, she has identified the need to develop the outdoor garden with a planning and growing area as a result of children's interests. However, the childminder does not actively seek the views of parents in order to support the evaluation process further.

The childminder has attended relevant training such as paediatric first aid and behaviour management and knows how to respond to emergencies if necessary. The childminder also attends regular network meetings at the local children's centre which supports her ongoing professional development. All required documentation is well organised and readily available for parents and for inspection. The childminder keeps confidential records of individual children in a securely locked cupboard.

Parents are kept informed of their child's ongoing achievements and they are able to see their child's learning journals regularly. The childminder establishes good partnerships with parents and carers. Information is shared with parents when they arrive to collect their child and with other settings via communication diaries. This promotes a regular and open exchange of communication with parents and carers.

The childminder understands the importance of working with external agencies to provide individual support for children with special educational needs and/or disabilities. Resources reflect different cultures and disability which promotes children's positive attitudes towards diversity. The childminder knows how to gain additional advice for children with specific needs and the steps to be taken in order to provide an inclusive environment.

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	EY390893
Local authority	North Somerset
Inspection number	896217
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
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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