

<b>Inspection date</b>	03/10/2014
Previous inspection date	29/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 a clear understanding of how to support children's learning and development. As a result, children make good progress.
- The childminder's home is safe, warm and welcoming and there is plenty of space for children to play and rest.
- Children are settled and happy because the childminder has regular routines, which she implements with care and affection.
- The childminder builds positive relationships with parents and keeps them informed and involved in their children's care and learning.
- The childminder implements the safeguarding and welfare requirements well.

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

- The childminder misses opportunities to build on children's literacy and numeracy skills because there are no examples of print and numbers for them to use outdoors.
- Children do not always have regular access to a range of natural materials and textures that they can investigate to broaden their sensory experiences.

## 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 carried out a joint observation with the childminder.
- The inspector sampled paperwork including risk assessments, policies, children's files and procedures.
- The inspector discussed the provision with the childminder throughout the inspection.
- The inspector sought the views of parents through written questionnaires and discussion.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her husband and two children in a four bedroom semi-detached house in Midsomer Norton, near Bath. The ground floor is used for childminding and includes a lounge, kitchen/diner, conservatory and toilet. There is a safely enclosed rear garden for outside play. The family have two dogs to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age group.

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

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

- enhance and build on children's literacy and numeracy development through opportunities to use and observe words, letters and numbers around them during their play, particularly outdoors
- extend the opportunities to explore natural resources regularly, in order to enhance children's sensory experiences.

## Inspection judgements

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

Overall, children benefit from a stimulating learning environment because the childminder understands how children learn and develop. She has a good understanding of the learning requirements of the Early Years Foundation Stage. Consequently, she provides a wide range of activities, which cover the seven areas of learning. She offers a good balance of child-initiated and adult-led learning taking into account children's emerging interests. Planning is individual and tailored to suit the requirements of all children in her care. The childminder creates a comfortable environment and gives her full attention to the children, which makes learning enjoyable. As a result, children build on their abilities and make good progress towards the early learning goals. The childminder takes time to observe and assess children in her home and during trips to local groups. She gathers information from parents when children first attend and uses her own observations to identify children's next steps for learning. The childminder regularly shares this information with parents, including the required progress checks for two-year-old children. This enables parents to continue and extend their child's learning at home. The childminder has a clear picture of each child's stage of learning and development. This means she can easily identify any gaps in their progress and address them quickly in preparation for

school.

The childminder carefully plans tasks where children can achieve, persevere and challenge their abilities. For example, children created pictures for Grandparents Day, which promoted their creativity and self-expression. They selected colours to paint their hands and counted their fingers. They talked about colours they were using and mixing colours. They compared the sizes of their hands, which encouraged their mathematical understanding. All children participated with varying degrees of support from the childminder according to their individual capabilities. The childminder motivates children and teaches them to have a go.

The childminder promotes children's communication skills well. Throughout the day, conversations include talk about home life and what they are doing. The childminder is skilful in how she extends language and emphasises children's participation in the discussion. These regular talks help children to understand, consolidate and gain vital communication skills. For example, the childminder extended children as they fixed pieces of an alphabet puzzle together. She helped children to sound out the corresponding letters and successfully complete the puzzle. This helps them to gain a good foundation for further learning.

Outdoors, the childminder encourages children to develop their physical skills and hand-to-eye coordination. For example, children threw beanbags into a box from a distance. There is applause and praise for their accuracy and this develops their self-esteem as well as their physical development. Indoors, the childminder provides good opportunities for children to become familiar with words, letters and numbers. Children make marks freely with the readily available pens, crayons and chalks, indoors and outdoors. However, there is a lack of print and numbers displayed outdoors for children to copy and use in their play. For example, to help children with recording scores against their names when throwing bean bags into a box. Consequently, the childminder is not always extending children's literacy and numeracy understanding fully outdoors.

Children learn about sounds and express themselves with the broad range of musical instruments available. The childminder is a good role model as she enthusiastically participates. Children took instruments outdoors and used their listening skills well. This is good preparation for school as they learn to compare sounds and talk about loud and quiet. Overall, there is a good range of toys children can choose from. However, there are fewer natural resources for children to investigate and explore. Consequently, they have less opportunity to enhance their sensory experiences and develop the language to describe what they are doing. Children develop their awareness of technology appropriate to their understanding and stage of development. The childminder provides pretend cameras, push button toys and the supervised use of the laptop. This enables children to develop skills that will help them in the future.

Children learn about cultural differences and disability because the childminder teaches with an inclusive outlook. She provides opportunities through planned activities that help introduce children to the wider world. For example, the children celebrate Chinese New Year and Diwali, and see positive images reflecting diversity in the resources that they play with. Consequently, the childminder broadens children's awareness of the world

around them.

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

The childminder uses her experience and knowledge to help her promote children's well-being successfully. She is very attentive to children's needs and understands them well. The childminder consistently promotes children's self-esteem and compliments them when they achieve well. Regular reminders help children learn good manners, which supports their personal and social development. Positive behaviour is encouraged wholeheartedly. The childminder has some simple rules that children learn routinely. She reinforces these with clear guidance as children play. As a result, children behave well. They are happy and comfortable with the childminder, which promotes their emotional well-being.

The childminder provides healthy snacks and teaches children about the health benefits they provide. The childminder further promotes this learning as children grow their own fruits to eat. Snack time is a social occasion. Children interacted happily with one another and talked about the food they were eating. Additionally, the childminder encouraged independence skills well, which helps prepare children for school. The childminder works in partnership with parents finding out children's daily routines. When children are learning to manage their own needs and use the toilet the childminder ensures that routines mirror those carried out at home. Children use a sticker chart and receive praise for developing awareness of their own needs. They wash their hands independently and use disposable hand towels to prevent the spread of infection. Children keep themselves safe because the childminder encourages them to take part in safety tasks. For example, when walking to school or the park they use the pelican crossing and learn about road safety. They learn how to use scissors and tools with support and encouragement. The childminder explains what to do ensuring that children understand about the dangers while encouraging them to be safe. Children regularly participate in fire drills so they know what to do in an emergency evacuation. Therefore, the childminder is encouraging children to build on their independence skills and keep themselves safe in the home environment. Overall, there is a broad range of resources indoors and outdoors. The childminder ensures that children have many opportunities to learn and develop wherever they choose to play.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Her knowledge and understanding of safeguarding issues is good, including the signs and symptoms that may cause concern. The childminder's safeguarding policies detail the procedures to follow and the childminder has a clear understanding of what to do. She attends regular training to update her knowledge. The childminder takes effective steps to make her home safe. She completes daily checks and robust risk assessments to identify potential hazards in her home and on outings. The childminder is well prepared to deal with emergencies when she leaves the home. She takes first-aid equipment and important

contact numbers should she need them. The childminder's home is safe and secure with appropriate fire detection and safety equipment fitted. The childminder organises and maintains her accident and medication records well. This ensures she meets the regulatory requirements and provides parents with clear details of the health care their children receive.

The childminder has a good understanding of her responsibilities to meet the learning and development requirements. She uses her experience in childcare to set up effective methods to monitor children's progress. She identifies their next steps and provides a well-balanced range of activities to promote children's progress in all areas. The childminder regularly meets with other childminders to share information about good practice. The childminder uses self-evaluation and guidance from the local authority to help her identify areas for further development. The childminder has addressed recommendations raised at the last inspection well and continues to improve her provision. For example, she has successfully established links with other settings, which helps provide children with continuity in the care they receive.

The childminder regularly reviews her policies and procedures and shares them with parents to keep them informed about the service she provides. Policies and procedures are thorough and underpin the childminder's good practice. Daily information shared through diaries, text messages, emails and conversations provide parents with regular information about the care their children receive. Parents speak highly about the opportunities their children have with the childminder. They say that communication is good and they receive information regularly regarding their children's progress. Parents comment that the care 'could not be better'.

### **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. 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

<b>Unique reference number</b>	155688
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	846744
<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>	0
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29/06/2009
<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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