

## Inspection date

Previous inspection date

03/11/2014

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 meets children's needs well, providing warm, loving consistent care, particularly to young babies. This helps children's emotional well-being and to form secure attachments.
- The childminder provides a good range of resources and experiences to help babies' mobility. This helps them to explore on different levels and cruise the safe premises.
- The childminder provides interesting objects in accessible baskets to stimulate young children to handle and manipulate things. She commentates well on children's movements and explains how objects work to develop their language skills.

### It is not yet outstanding because

- The childminder does not always use rhymes and songs sufficiently to engage the younger children in their play to enhance their enjoyment.
- The childminder does not consistently encourage parents to contribute to their children's learning by sharing children's achievements from home.

## 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 as they played and in their care practices.
- The inspector sampled a range of documentation including learning diaries, policies and procedures.
- The inspector and childminder discussed safeguarding practices and self- evaluation.

## Inspector

Rachael Williams

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children in Portishead, North Somerset. The childminder's husband is also a registered childminder. She uses all of the premises for childminding purposes. There is a rear garden for outdoor play. The family has two pet rabbits. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to provide overnight care. The childminder currently has three children on roll in the early years age range. She also provides care for older children.

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

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

- use familiar rhymes and songs consistently to fully engage babies more in their play
- encourage parents to contribute more consistently to their children's learning, such as sharing their achievements from home.

### Inspection judgements

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

The childminder provides children with a varied range of exciting activities to promote their learning in all areas. There is a good balance of planned activities. These include all children and challenge their development, such as exploring whipped desserts to promote children's sensory development. The childminder gains information from parents when children start at the setting to inform her initial planning of suitable activities. She makes detailed observations of children's engagement in activities and uses this information effectively to identify next steps in learning and monitor their progress. However, the childminder does not always persevere with gaining information from parents about children's achievements at home to influence her planning further.

The childminder engages with children well and her positive interactions support their development. For example, the childminder encouraged young babies' involvement by demonstrating how to press the buttons to make different sounds. Babies turned in the direction of the sound acknowledging the childminder with a smile. The childminder provided a good range of stimulating resources in treasure baskets. She ensured that favourite toys were within easy reach and new ones accessible to provide sufficient challenge. Babies recognised that their favourite toy had been removed, reaching out to grasp it, demonstrating they wanted to play with it. The childminder encouraged children to play together, such as a game of peek-a-boo. She was sensitive to young babies'

needs, acknowledging when they had had enough stimulation, explaining clearly to the older children.

The childminder provides a good range of resources to encourage children's physical development, especially to support babies as they become more mobile. For example, babies thoroughly enjoyed pulling themselves up to standing by the music table. The childminder gave babies time to explore and to solve problems independently. For example, babies repeated the action of turning the page of an interactive book enjoying the sound that it made and eventually realising that there is only one page and one sound. The childminder provided good commentary to children's actions so they begin to link words with their movements. However, on occasion, she did not engage the younger children fully by using rhymes and songs to support their play activities and encourage them to express themselves imaginatively.

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

The childminder takes time to get to know children and provides warm, loving and consistent care to help them settle. This means that young babies form secure attachments with the childminder. The childminder cuddled babies close and reassured them as they woke from their sleep. She knew their favourite toys and distracted them until they were confident to explore independently. She provides a good range of high-quality toys and resources to challenge children's development.

The childminder teaches children consistently about keeping themselves safe. For example, she reminds them not to run on wooden floors with their socks on as they may slip and bang their head. The childminder continues this good practice on outings, reminding children of expectations, such as holding hands, and reinforces children's understanding of road safety. The childminder uses the local environment well to help children develop good social skills and learn about where they live. For example, visits to a local soft play area encourage young children's physical development to explore different levels and to interact with older children.

The childminder provides healthy and nutritious snacks and meals, which meet children's special dietary requirements. Children sit together to share a snack of apple and banana. Children become aware of healthy practices, such as washing their hands before they eat. The childminder maintains hygiene and privacy well when changing nappies. Children sleep according to their needs. The childminder follows parents' wishes and provides gentle advice to encourage healthier sleep routines.

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

The childminder has a good understanding of the requirements for safeguarding children and promoting their welfare and learning. She provides a safe and secure environment so children can move freely and independently. This is because she has carried out robust

risk assessments of all areas used by the children and for specific outings. For example, the childminder has carried out a thorough risk assessment of the garden, which is currently undergoing change. She has assessed that she will provide alternative arrangements to provide children with daily outdoor experiences until work is completed. The childminder has a good knowledge of what to do if she has child protection concerns about a child in her care and the procedures to follow. She attends regular training to update her knowledge of safeguarding.

The childminder works collaboratively with her co-childminder to gain essential information from parents when children start at the setting. She provides parents with a wealth of information both verbally and online, such as comprehensive policies and procedures, to maintain continuity in children's care and development. The childminder has made strong partnerships with the school to share key information about children who attend both provisions. This includes a checklist to support children's readiness as they move on to school.

The childminder uses self-evaluation well to drive improvement. She has a good understanding of the strengths of her provision, such as developing children's social interactions and use of the local environment to encourage children's understanding of their community. She has identified key areas for improvement. For example, using labels in the environment to promote children's early reading skills and independent choices, by labelling her resource boxes with words and pictures. This shows she is able to monitor the effectiveness of her educational programmes and make changes that benefit children's learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY410456
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	888102
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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