

Inspection date	03/11/2014
Previous inspection date	25/11/2010

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

- Children benefit from the supportive relationships they have with the childminder and the positive interactions they receive in their self-chosen activities.
- Good use is made of the local environment to help children explore nature and develop their physical skills.
- The childminder uses his observations of children's engagement in activities at groups well to improve practice, especially to develop children's independent skills.
- The childminder provides a well-resourced, homely environment that is safe and secure.

It is not yet outstanding because

- On occasion, the childminder does not use all opportunities to question children fully to develop their creative thinking and ideas during craft activities.
- The childminder does not consistently encourage parents to contribute to children's learning so that he can use children's achievements from home to mould his future planning.

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 self-evaluation and safeguarding practice.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives with his wife, who is also a registered childminder, and their two children in Portishead, North Somerset. Childminding takes place in all areas of the property. There is a rear garden for outdoor play. The family has two pet rabbits. The childminder cares for three children in the early years age range. He also cares for older children before and after school, and during school holidays. The childminder is registered to provide overnight care. The childminder has an early years qualification at level 3. He is in receipt of funding for the provision of free early education for children aged two, three and four-years.

What the setting needs to do to improve further

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

- question children further to extend their creative thinking and ideas
- encourage greater parental involvement in children's learning by sharing children's learning from home.

Inspection judgements

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

The childminder provides a broad and balanced range of experiences to support children's learning across all areas of the educational programme. There are good systems in place to gain initial information from parents about children's interests and capabilities, which the childminder uses effectively to plan activities to help children settle. The childminder makes detailed observations of children's engagement in activities and monitors their progress effectively to identify next steps in learning. The childminder completes the required progress check for two-year-old children to share with parents. He invites parents to contribute to their children's online learning diaries. However, this is not always consistent to support him in using children's achievements from home to mould future planning to challenge children further.

Children benefit from the positive interactions of the childminder. For example, the childminder encouraged children to look at the picture on the box to identify which piece of the puzzle comes next. Children listened well to instructions, rotating the pieces when required. The childminder introduced positional language to progress children's learning well. He modelled counting effectively for children to copy, to use in later activities, and encouraged number recognition. This effective support securely develops children's

problem solving skills. Children concentrated well on self-chosen activities and persevered with tasks, such as threading beads to make a necklace.

The childminder knows children well and therefore, follows their interests, such as mark making. As children drew pictures, the childminder provided a narrative to their movements, helping them to develop their language skills. On occasion, the childminder did not progress children's thinking consistently by questioning them about what they were drawing, what colour they were using or how they could improve their creation to develop their creative ideas further. The childminder helped children hold the different writing tools correctly, supporting their physical development well. He demonstrated how to twist the felt tip pens to make them work. This enabled children to model his actions to develop their independence in readiness for future learning. Children matched shades of coloured pen well identifying they are the same, and used mathematical language appropriately, such as to describe the packet as 'empty'.

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

The childminder provides a well-resourced homely environment where children can easily access toys of interest to support their play. Children demonstrate positive emotional well-being. They behave well as they understand expectations and house rules. The childminder regularly plays games with the children so they learn good turn taking skills in preparation for their move to pre-school and school. The childminder makes good use of the local environment to promote children's interest in the natural world and to encourage their physical development. The childminder uses these opportunities well to talk to children about safety, such as which berries they can eat and why they need to avoid stepping in cowpats.

Children are aware of hygienic practices, such as washing their hands before they eat and drying them on individual flannels to reduce the spread of germs. The childminder provides nutritious, homemade snacks and meals. He offers children healthy choices at snack time, with children deciding on a red apple. They are confident to ask for more, showing an awareness of their own needs. The childminder enables children to access their drinks when they are thirsty so they remain hydrated. Children learn safe practices. For example, they regularly complete fire drills with the childminder to help their understanding of safety and to gain confidence in evacuation procedures. The childminder protects children on outings, discussing stranger danger and road safety with them so that they are clear on expectations.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. He provides a safe and secure environment that is fully risk assessed. The childminder uses additional safety measures, such as an alarm, to alert him if the front or back doors open unexpectedly. The childminder has a good knowledge

of safeguarding practice, keeping up-to-date through attendance at relevant training. He has a good understanding of the procedure to follow should he have a child protection concern about a child in his care.

The childminder provides clear information to parents on the organisation of the childminding service during settling-in visits. He requests all required information to maintain children's safety and well-being. He shares detailed policies and procedures with parents, which underpin the good service provided. The childminder keeps parents informed of their children's learning through discussion and an online learning diary. There is good partnership working with the local school to maintain continuity in children's care, learning and development.

The childminder uses self-evaluation well to drive continuous improvement. He works closely with other childminders and attends network groups to share experiences and good practice. For example, the childminder has recently purchased safety knives to encourage children to prepare their own snacks independently. He has good systems in place to identify areas for improvement, such as developing labelling in the environment and improving his assessment arrangements. The childminder has made good progress since his last inspection. He monitors children's progress effectively to enable him to meet children's individual needs successfully. Consequently, children are making good progress in their learning and development.

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	EY410342
Local authority	North Somerset
Inspection number	838601
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	25/11/2010
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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