

<b>Inspection date</b>	12/11/2014
Previous inspection date	05/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 supports children's key areas of development well and provides good opportunities for older children to take part in more formal learning. Consequently, this prepares them well for school.
- The childminder provides effective support for children learning English as an additional language. As a result, they make good progress with their communication and language skills.
- The childminder makes thorough use of resources and the environment to support children's development effectively.
- The childminder works well with her co-childminder and assistants to enable children to make full use of the environment and to meet children's individual needs.

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

- The childminder sometimes over prepares adult-led activities, which does not always challenge the more able children fully in their creative development.

## 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 indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector spoke to parents present on the day of the inspection and took account of the childminder's self-evaluation.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

The childminder registered in 2011. She works from the home of her co-minder who lives with her school-age son in a house in Weston-super-Mare, Somerset. The co-childminder dedicates the whole of the ground floor of her premises to childminding, which includes a playroom, kitchen and toilet facilities. Children also have use of two bedrooms and the bathroom on the first floor. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has 11 children on roll in the early years age range. She works with a co-minder and two assistants. The childminder speaks Polish as well as English. She supports children learning English as an additional language. The childminder holds an early years qualification at level 6 and qualified teacher status. She receives funding to provide 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:

- extend the use of adult-led activities to challenge the more-able children fully.

### Inspection judgements

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

The childminder plans a stimulating educational programme that provides good experiences to promote all areas of children's development. She seeks clear information on children's starting abilities and makes regular observations to monitor their continuous learning. Parents receive good information so that they can support their children's learning at home. For example, the childminder displays planning in the entrance hall and ask parents to encourage their children to bring in specific resources. As a result, all children make good progress in their learning and development.

The childminder ensures that children develop good skills in the prime areas of development. This prepares them well for their next stage of learning and school. The childminder provides good support for children learning English as an additional language. For example, she spoke to children in both English and their first language, using visual aids to give children context to the meaning. The childminder praises children for listening carefully to new words and using them for themselves. Children enjoy stories and the childminder supervises assistants as they read to children providing good support. For example, she supported older children's understanding using sign language and explained the meaning of words, such as must means you have to do it. Later children used books independently telling the story in their own way. Children develop good independence

through taking responsibility for their self-care and managing age-appropriate tasks. For example, older children took themselves to the toilet, used a step to reach the sink and washed their hands, placing the paper towel in the bin. Older children take part in small group activities, such as recognising letters and numbers. They learn about plural words and suggest what comes in pairs, such as socks, shoes, feet and eyes. However, the childminder sometimes over prepares adult-led craft activities, missing some opportunities to challenge the more-able children further in their creative development. For example, children had pre-cut shapes and ready-made paint to make rainy day pictures.

The childminder makes effective use of daily routines for teaching opportunities, such as counting how many children are present to know how many plates they need for snack. Consequently, children develop their mathematical skills daily during simple routines. All children have good opportunities to take part in small and whole-group activities as well as independent learning. For example, children contributed to group discussions about the weather. They enthusiastically joined in with the action songs and introduced their own ideas for another song or verse. For example, while singing about the wheels on the bus, children suggested that spiders on the bus make their webs. They demonstrated the actions so that all children could join in. The childminder supports children's critical thinking by posing questions and making deliberate mistakes, so that children solve simple problems and demonstrate their knowledge. Children gain a good understanding of cause and effect. For example, they explained how they would get wet going outside in the rain with no coat on. Then they described how putting their clothes on a hot radiator would dry them.

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

Children are happy and soon settle when they arrive with their parents or carers. This is because the effective key person system ensures children are emotionally secure. Children have strong relationships with the childminder and go to her for cuddles and reassurance. Children gain respect for each other through discussions and planned activities celebrating all of their backgrounds. Children understand the adults' expectations, such as sitting on the mats and crossing their legs for whole group activities. Parents comment on how the childminder supports their children well in making friends and building positive relationships. They state that the good support for children learning English as an additional language helped their children to settle quickly. It is preparing them well for the move on to school.

The childminder and her co-childminder organise the premises and resources effectively for children to become independent learners. Children know where to get their boots, shoes and coats to go outside and where to store them when they come back in, for example. The childminder makes good use of the resources indoors and outdoors to promote all areas of children's development. Children spontaneously help to tidy up and sort the resources into different containers, which enables them to find them again when they want them. Older children have use of a separate room upstairs where they take part in more challenging activities and the childminder uses another bedroom solely for young children to sleep. The childminder, co-childminder and assistants deploy themselves well

so that they meet children's individual learning and care needs competently. They plan trips to the library, museum, shops and soft play centre to extend children's learning further.

The childminder has a good understanding of how to protect children should they be at risk. She supports children well in managing their behaviour and understanding that they can hurt others through their actions. Children remove their shoes indoors and wash their hands after playing outside. This keeps the floors and toys clean and helps protect children's health. Children help themselves to their beakers of drink at any time so they do not get thirsty, especially when they have been playing outside. They engage in conversations about the most appropriate clothes to wear depending on the weather and help themselves to tissues to blow their nose. Children have daily opportunities to be outdoors and understand the importance of exercise. Consequently, they develop a good awareness of safe and healthy practices.

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

The childminder meets all the requirements of the Early Years Foundation Stage well and understands her responsibilities in promoting children's care and development. The childminder has recently revised all policies and procedures. She shares these with her co-minder and the assistants so that they can implement them consistently to protect and promote children's welfare. The childminder carries out good risk assessments and takes appropriate action to minimise risks to children. For example, she uses stairgates to prevent children using the stairs unsupervised. The childminder monitors children's development effectively, including completing an extensive progress report for two-year-old children. This ensures she identifies gaps in children's learning and development and enables her to seek additional support quickly to help all children reach their full potential.

The childminder supports her assistants well in taking an active role in children's care and development. She has attended training in supervising staff. As a result, she observes the assistants interaction with children and provides appropriate feedback to help their personal development. The childminder works closely with her co-childminder to share good practice. They review and evaluate their work and set themselves ongoing actions to continue to make improvements to their provision. For example, they want to purchase a larger swing and slide to challenge the more-able children. The childminder has addressed the recommendations raised at the last inspection. For example, she has reviewed the records of children's development to provide a more accurate assessment. This enables her to plan for children's individual learning more effectively.

The childminder has good partnerships with parents and other early years providers that the children attend. This enables them to work together to provide consistent support for children's care and development. Parents comment positively on the information they receive both verbally and in writing from the childminder. The childminder displays the planning for the week on the parents' notice board. This enables parents to support their children's development at home and on outings. These effective partnerships help to

ensure good outcomes for children.

### **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

<b>Unique reference number</b>	EY434291
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	845512
<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>	12
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/03/2012
<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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