

Inspection date

09/01/2015

Previous inspection date

13/11/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- The childminder plans an extensive range of exciting and challenging activities. These help children make excellent progress in all areas of their learning, especially in their communication and language. She implements highly effective and meticulous systems to assess children's progress.
- Children thrive because the childminder has comprehensive knowledge of them due to her ongoing partnerships with parents. Children form very secure attachments in a very well organised and stimulating environment, which supports children's emotional well-being effectively.
- The childminder has excellent knowledge of the safeguarding and welfare requirements, which ensures children's continued well-being.
- The childminder is highly focused on her professional development to maintain and improve her first-rate understanding and practice. Self-evaluation is rigorous and well targeted to maintain the highest levels of achievement for all children.

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 and discussed their care and development.
- The inspector sampled documentation, including children's assessment records, parents' written views and the childminder's self-evaluation.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2008. She lives with her husband and three children in Clevedon, North Somerset. The family has a pet dog. Children have access to the ground floor of the premises. This is accessed by several steps or using the ramp. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age range. The childminder has an early years qualification at level 3 and is working towards an early years degree.

What the setting needs to do to improve further

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

- talk more about mathematics in everyday situations so that young children become familiar with number names and counting.

Inspection judgements

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

The childminder implements highly effective observation, planning and assessment systems. This demonstrates her exemplary understanding of the learning and development requirements of the Early Years Foundation Stage. The childminder has excellent knowledge of children's interests, their styles of learning and their next steps in learning. Consequently, she plans extensively to promote children's learning across the educational programme. The childminder involves parents from the onset; gaining key information about children's starting points. There is a consistent two-way flow of information with parents about children's achievements at home. The childminder uses this information effectively to provide challenging activities that continue to extend children's learning further. The childminder provides parents with regular summaries of their children's achievements to maintain continuity in learning and development. Consequently, all children thrive and make exceedingly good progress in their learning.

The childminder organises the learning environment exceptionally well with an extensive range of enriching experiences to motivate children's learning. For example, the childminder placed a ball under some metallic fabric. Children were very excited as they persevered to try to uncover it and smiled happily at their achievements, showing how they explore new situations confidently. There is very good interaction from the childminder, who provides a narrative to children's actions to build on their communication and language skills effectively. The childminder adapts her practice exceptionally well following children's interests to challenge them further. For example, the childminder engaged in a game of peek-a-boo, which supported young children exceptionally well as

they start to form relationships with others and engage in turn taking activities.

Children thoroughly enjoy exploring the rich and varied range of toys and resources. For example, they showed great curiosity as they explored the treasure baskets, such as rolling the light-up balls to the childminder. The childminder positions the play baskets well to encourage younger children to pull themselves up to develop their physical skills as they explore and investigate. She develops children's language effectively by commenting on their actions, such as a chain falling on the floor. Children enjoyed making sounds, rattling the chain, realising that their actions are causing an effect.

The childminder uses all opportunities to enhance children's learning experiences through effective teaching and positive interactions. She provides encouragement to support children's choices, such as helping to shake the bottles of paint. As young children explored the paint in the tray, the childminder provided an excellent commentary on their actions as they made marks, telling them, 'you're moving the paint backwards and forwards' to reinforce language development effectively. Children used tools purposefully, such as paintbrushes, to make marks. The childminder understands young children's communication well, acknowledging that when they pushed the tray away and made the corresponding sign, that they had finished the activity.

Children benefit greatly from the affectionate bonds they share with the childminder. When young children become tired, the childminder cuddles them close and reads a story. The childminder encourages young children's interactions. For example, when children identify the eyes on the animals in the book, the childminder encourages them to point to their own eyes so they make connections with the story. The childminder introduces age appropriate vocabulary, and supports children's understanding very well using sign language when children open and close the book. On occasion, the childminder does not always fully promote children's understanding of number names and counting for example, through rhymes and everyday activities, such as counting eyes.

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

Children confidently explore the welcoming and homely environment. There is an abundant range of high quality toys and resources, which meet children's interests and challenges their development. These are easily accessible in low-level storage units, which the childminder has clearly labelled to encourage children's confidence and independent choices. This prepares children exceptionally well for their future learning. The caring childminder supports children's emotional well-being exceptionally well. She takes time to get to know the children and supports flexible settling-in arrangements. This enables the childminder to gain key information from parents so that children are settled and happy. Children form close attachments with the childminder.

The childminder maintains exemplary hygienic practices. She is an excellent role model, describing her actions to help young children's understanding. The childminder interacts exceptionally well with children when she changes their nappies. She is very respectful, talking through what she is doing and reassuring the children as she removes clothing.

The childminder provides clear explanations so that children become familiar with routines, explaining that they need to wash their hands. She sings a familiar song to reinforce hygienic practices before they eat their snack. The childminder prepares snacks and meals, which meet children's special dietary requirements, in a meticulously clean kitchen.

Children learn how to keep themselves safe through the childminder's effective implementation of thorough evacuation procedures. The childminder regularly practises these with children to ensure their welfare and understanding. Children become familiar with expectations, such as holding hands, when they go on regular outings in the local area. The childminder takes excellent safety precautions, such as carrying photographic identification of the children should an emergency arise.

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

The childminder is highly efficient with exceptional organisational skills. She has an excellent knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and implements these consistently and effectively. The childminder completes regular and comprehensive risk assessments of all areas used by the children, including their daily outings. She provides a very safe and secure environment for children to explore freely and independently. The childminder makes excellent use of training opportunities to enhance her very good understanding of safeguarding practices. Therefore, she has effective procedures to report any child protection concerns about a child in her care swiftly.

There is very good partnership working with parents to promote consistency in children's care, learning and development. The childminder achieves this through daily discussions with parents. The childminder provides parents with a wealth of information about her setting, the Early Years Foundation Stage, daily routines and children's achievements. She invites parents to share children's achievements from home using the online learning diaries. Parents acknowledge the childminder's outstanding practice, commenting positively on how the childminder has played a huge part in their children's development.

The childminder implements highly effective systems to assess children's progress. Therefore, children benefit greatly from the childminder's accurate understanding of their skills, abilities and progression, meaning all activities challenge them effectively. Consequently, children thrive and make exceptional progress in their learning and development.

Self-evaluation is rigorous. The childminder is proactive and identifies key areas for improvement. This ensures a well-targeted programme to strive for continuous and uncompromising improvement, such as to develop the outdoor provision further. This demonstrates how the childminder successfully maintains the highest levels of achievement for children. The childminder is experienced and well qualified. She has an extremely positive attitude to her professional development, accessing relevant courses to

progress children's learning effectively. The childminder has made very good progress since her last inspection, improving her knowledge of the Local Safeguarding Children's Board procedures.

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	EY369553
Local authority	North Somerset
Inspection number	829133
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	13/11/2008
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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