

Inspection date	08/01/2015
Previous inspection date	15/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children engage well in self-chosen activities.
- The childminder provides a safe and secure environment for children to explore independently.
- The childminder makes observations of children's engagement in activities and identifies next steps appropriately.

It is not yet good because

- The childminder does not use assessment of children's next steps in learning sufficiently to plan challenging experiences.
- The childminder does not always interact consistently with children and use visual aids to support their learning fully, particularly their communication and language.
- The childminder does not always follow good hygiene procedures with hand washing arrangements and when changing nappies.
- The childminder does not consistently encourage parents to share information about achievements at home to influence future experiences.
- The childminder does not always identify key weaknesses in her provision.

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 development.
- The inspector sampled documentation including learning diaries, self-evaluation, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2001. She lives with her two children in Worle, near Weston-super-Mare, in North Somerset. The childminder uses all areas of the premises for childminding. There is an enclosed garden for outdoor play. The family has a pet cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently cares for two children in the early years age range. She receives funding for the provision of free early education for children aged two years. The childminder has a National Nursery Examination Board qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure assessments made on children and their identified next steps in learning are used effectively to plan challenging experiences that meet their learning needs
- improve the quality of interactions and the use of visual signs to support children's learning, in particular their communication and language
- ensure high levels of hygiene when changing children's nappies and promote good hand washing procedures to help reduce the spread of infection and germs.

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

- develop the arrangements further for parents to share information about children's achievements at home to influence future planning
- develop self-evaluation processes further to help identify and address key areas for improvement to meet the requirements of the Early Years Foundation Stage.

Inspection judgements

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

Children enjoy a range of self-chosen activities that support their interests. For example, children enjoyed pushing toy cars around the roadmap and in to the garage. They made vehicle sounds and hide them, stating 'car gone' to engage unfamiliar adults in their play. The childminder interacted appropriately, such as by introducing some mathematical

language to describe the size of vehicles and explain why they will not fit in the garage. Children persevered to solve problems when cars became stuck. The childminder provided some commentary to describe children's play so that they matched words with their actions, such as when they put the car in the car wash. However, at times, there were periods of silence, such as, when the childminder built Humpty Dumpty's wall to play a game with children. There were also missed opportunities to develop language and support children's understanding through visual aids and effective questioning.

Children enjoy being imaginative and develop make-believe play. For example, children rocked their dolls back and forth, cuddling them close to soothe them. Children negotiated space well as they pushed the buggy around the play space. The magnetic tummy on the doll, which represented that she was having a baby, fascinated children. The childminder demonstrated how to use the magnet and provided clear instruction for children to copy. Children confidently asked for help to dress the dolls, using actions to express what they wanted.

The childminder uses information from parents about children's starting points to support initial learning. She makes some useful observations of children's engagement in activities and identifies next steps in learning appropriately. However, she does not use this information effectively to plan activities to challenge children's development or to guide her interactions in children's self-initiated play. For example, the childminder does not interact fully with children to promote their identified next steps in learning, such as introducing number names or to model counting the cars and bricks. Consequently, the childminder does not consistently support children to make the best progress possible.

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

Children enter the setting happily and make choices about their play. There is a suitable range of resources that children can select from the toy cupboard. Children understand the routines well and know they must help to tidy away before they get anything else out of the cupboard. They form appropriate attachments with the childminder, which supports their emotional well-being, preparing them for the next stage in their learning. The childminder helps children develop their social and physical skills by attending groups on a regular basis, such as those that support children's interests in singing. The childminder helps children understand safety when they are on outings, for example by such as expectations that they hold hands when out walking and to wear seat belts and harnesses when in the car.

The childminder works with parents to provide children with healthy and nutritious snacks and meals. These meet children's special dietary requirements appropriately. The childminder helps children further to understand healthy eating further by visiting the vegetable/fruit department at the local supermarket for children to make choices for themselves. The childminder does not consistently demonstrate good hygienic practices to develop children's understanding of maintaining their health. For example, the childminder does not always encourage children to wash their hands before they eat. In addition, the childminder does not model hygienic practices effectively when changing nappies, such as

sterilising the mat after each use and washing her hands appropriately.

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

Generally, the childminder has sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She provides a safe and secure environment, which she has appropriately risk assessed. She ensures only familiar adults collect children. The childminder demonstrates a secure knowledge of data protection and E-safety. She maintains all required documentation appropriately. She shares detailed policies and procedures with parents that underpin her practice. However, the childminder does not keep a written safeguarding statement of procedure. This is a breach of the Childcare Register. The childminder does not always maintain hygienic practices regarding hand washing and nappy changing to promote children's good health well. This is a breach of requirement for the Early Years Register and the Childcare Register. The childminder has a suitable knowledge of child protection issues and her responsibility to report any concerns regarding a child in her care to appropriate agencies.

Partnership with parents adequately supports children's well-being because the childminder shares some key information with parents, such as during the settling- in visits. She shares the words to favourite songs the children learn at their singing group, so parents can support children's continued enjoyment at home. However, the childminder does not consistently invite parents to share what their children learn and achieve at home, to influence future planning fully. Parents comment that the childminder is 'reliable' and has a 'good rapport' with children.

The childminder has a suitable system of self-evaluation, overall, and receives support from the local authority development officer to drive improvement. However, she has not identified breaches in the requirements of the Early Years Foundation Stage sufficiently. Therefore, she is not always using her processes accurately to evaluate her effectiveness in meeting children's needs. The childminder attends appropriate training, such as routine updates to her understanding of the delivery of first aid and safeguarding practice to maintain children's welfare appropriately. The childminder has made some progress since her last inspection. For example, she maintains and checks she has an appropriately stocked first-aid box and has an accessible fire blanket. However, she has not fully met issues relating to children's learning and development. The childminder makes some relevant observations and identifies generally appropriate next steps in learning. However, she does not use this information successfully to plan exciting activities to challenge children's development. The childminder's interactions with children are, at times, limited and therefore, do not support children's communication and language effectively. This means they do not make as much progress as they could.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared from abuse or neglect (compulsory part of the Childcare Register)
- take all necessary measures to minimise any risks to the health of the children (compulsory part of the Childcare Register)
- keep a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared from abuse or neglect (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health of the children (voluntary part of the Childcare Register).

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	118248
Local authority	North Somerset
Inspection number	842748
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15/02/2010
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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