

<b>Inspection date</b>	29 January 2015
Previous inspection date	2 December 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder is exceptional at promoting children's physical well-being and their understanding of health, hygiene and safety.
- She uses consistent and highly effective practices. This means children learn very good independent skills. They are confident to take risks, make healthy choices and are aware of their own needs. Therefore, the childminder prepares children very well for their next stage in learning.
- The childminder uses effective teaching strategies to promote children's learning and provides a range of well-planned activities. She supports children's development with positive interactions and explains, demonstrates and questions children effectively to challenge their thinking. This ensures that children are motivated well in their learning.
- The childminder takes time to get to know the children. She develops positive relationships with parents and other early years settings the children attend. This helps to maintain continuity in children's care, learning and development. Children form strong attachments with the childminder and learn how to share their feelings, which supports their emotional well-being effectively.

### It is not yet outstanding because:

- The childminder does not always make the best use of activities and daily routines to promote counting and number recognition. There is limited labelling in the environment to support children to use numbers.
- The childminder does not meet the requirements of the Childcare Register because she does not keep a written statement of procedures to safeguard children.

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

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

- increase opportunities for children to count in activities and daily routines and to see numbers in the environment.

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

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children playing inside.
- The inspector observed the childminder's interactions with children.
- The inspector considered the written views of parents.
- The inspector sampled a range of documentation including self-evaluation, learning diaries, and policies and procedures.

### **Inspector**

Rachael Williams

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a strong understanding of the learning and development requirements. She uses her thorough observations and assessments of children's progress effectively so that children make consistently good progress. This is a positive improvement since the last inspection. A regular exchange of information with others involved in the children's learning encourages a consistent approach. Children benefit from the childminder's positive interactions and effective teaching. They are motivated to learn and excited by new experiences. The childminder questioned children effectively to develop their communication and language skills as they prepared the fruit salad. Children confidently asked questions and the childminder gave clear explanations and commentary to support their understanding when sharing books. The childminder introduced early calculation as children played a game, counting how many spaces are left. However, she does not consistently use other opportunities, such as preparing the fruit salad, to encourage children to count how many they have, or how many more they need. The limited labelling of numbers in the environment means children do not recognise and use them in their play.

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

Highly effective systems ensure children's emotional and physical well-being. Nurturing relationships enable children to feel reassured. They share how they feel and learn appropriate behaviour in readiness for their next steps in learning. Children have abundant opportunities to learn about healthy eating. They grow and care for their own fruit and vegetables. They visit the supermarket to choose the fruit for their salad. When preparing the fruit, the childminder modelled a safe grip, resulting in children using the knives extremely safely. Children showed a very good understanding of safety, stating that they needed to be careful of their fingers. The childminder reminds children to ask her for help to reach higher toy boxes, providing very clear explanations of potential dangers to support children's understanding. Children have an excellent awareness of their own needs and hygienic practices, such as visiting the toilet, washing hands and blowing their noses independently.

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

The childminder has a good knowledge of the safeguarding and welfare requirements. She provides a fully risk assessed, safe and secure environment for children to explore freely and independently. She has a secure knowledge of safeguarding practices to protect children. The childminder has effective systems in place to guide improvement, which includes the views of parents. She identifies areas for improvement successfully and develops action plans. She is currently reassessing the organisation of the toy boxes. She identifies specific training to improve outcomes for children and regularly attends

professional meetings to share good practice.

## Setting details

<b>Unique reference number</b>	EY280547
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	837440
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 December 2008
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Worle, near Weston-super-Mare in North Somerset. Minding takes place predominantly on the ground floor. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has an early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four-years. The childminder works Monday to Friday for most of the year.

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