

Inspection date	17/10/2012
Previous inspection date	28/04/2010

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		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are very happy in the care of a friendly and approachable childminder. They are confident to explore their surroundings, independently making choices about their play.
- The childminder interacts well with the children listening to their ideas and providing appropriate challenge. Consequently, children's communication skills are improving.
- Children become aware of hygienic procedures and safe practices as these are given priority by the childminder.

It is not yet good because

- Generally, children are working comfortably at their expected level according to their age. However, there are limited opportunities to progress children further in their writing to be able to make marks, handle a range of writing tools and for the childminder to model writing for a purpose.
- The childminder has developed suitable relationships with parents and generally, information is shared well. As yet, the childminder does not fully involve parents in contributing children's home achievements to their learning pathways or requesting their views on how the provision can be improved.
- The childminder does not routinely engage with other early years settings such as, the reception class at the local school, to promote consistency and continuity in children's care.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 held discussions with the childminder regarding her knowledge of the safeguarding and welfare requirements.
- Observations were carried out of children engaged in activities across all areas of learning in the lounge.
- The inspector checked documentation including learning diaries, required documentation to meet welfare requirements, policies and procedures.
- Observations were made of care practices.
- The inspector read letters submitted by parents.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 1994. She lives in Ilminster, Somerset with her adult son. The whole of the ground floor is available for childminding as well as a first floor bedroom for sleeping. There is an enclosed garden at the back of the house for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently minding a total of six children; two of whom are in the early years age group.

What the setting needs to do to improve further

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

- develop opportunities for children to make marks so that they learn to hold writing equipment correctly and to develop writing in their role-play
- develop systems to gain parents' contributions of children's achievements from home and involve them further in the evaluation process to make ongoing improvements to the provision
- implement a system for sharing information with other early year's settings the children may attend to encourage continuity and consistency in care, learning and development.

Inspection judgements

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

The childminder understands children's interests and listens to their ideas. For example, she supports children to complete a floor puzzle so that they can park their cars on the smooth surface showing good spatial awareness as they line them up. The childminder supports children's development appropriately. For example, when a child finishes singing the alphabet song she encourages them to look at the formation and shape of the letters in an interactive book. Children show good understanding of how to turn the book on and off giggling at the sound that it makes. As the children turn pages of favourite books they respond confidently to the childminder's questions. Children are developing sound physical skills as they move freely copying the movements of older children such as, a forward somersault. Children show good fine muscle skills as they carefully thread beads. Children are confident to recite numbers in order and use them accurately in their play. For example, children accurately identify the numbers on the cars and use their fingers to count.

Children are developing good communication skills in readiness for their next stage in learning. The childminder talks to the children consistently explaining processes and providing a running commentary during their play. She listens to children as they explain

their likes and dislikes such as, not enjoying the water ride at a local attraction. Children respond well to simple instructions for example, to get a specific toy out. They do not have regular opportunities to make marks or handle writing tools. There are also limited opportunities for them to learn about writing for a purpose, such as, by making shopping lists for trips to the supermarket.

The childminder assesses children's progress sufficiently. She makes observations linking these to the criteria in the Development Matters in the Early Years Foundation Stage guidance. This enables her to assess children's progress and identify the next steps in learning to influence planning. She has satisfactory understanding of children's starting points, for example, through the completion of an 'all about me' form. As yet, parents are not fully involved in this process as their contributions of the achievements children make at home are not included to enable a clear picture of children's capabilities.

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

The childminder has established positive and caring relationships with the children therefore; they are confident and happy in a homely environment. The childminder has good knowledge of family backgrounds and shares experiences with the children to ensure they are settled. For example, she talks to them about a relative's stay in hospital. Children behave well as they are clear on well-established house rules. Children are actively involved in activities. Therefore, there is little time for them to lose interest in the opportunities provided. The childminder has established clear arrangements to support children in their move to pre-school or school through encouraging their independence and communication skills. She understands the importance of supporting their emotional well-being through discussions with the key person and sharing stories about starting school.

The childminder provides children with a multitude of toys and resources that are of high quality in a well-organised environment. Children confidently access the toys and resources making independent decisions about their play, as they are able to access them unaided. The childminder enhances children's experiences through regular visits in the local environment. For example, a child explains that they visited the local supermarket to buy jelly. Children learn about safe practices as, while they are making the jelly, the childminder reminds them that it is hot and that they can only stir it when she has added the cold water.

Children have a good awareness of their own needs. For example, children are able to access their drinks independently when they become thirsty and comment that the water they drink is good for them. Children enjoy healthy and nutritious snacks and meals that meet their individual requirements. Children make healthy choices such as, strawberries for their snack. The childminder reminds children to sit down while they are eating so that they become aware of their own safety. Children learn about hygiene arrangements as the childminder consistently implements effective practices such as, hand washing at appropriate times. Each child has their own towel to prevent the spread of germs. Children become aware of their own personal needs such as, informing the childminder when they

need their nappies changed.

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

Children are cared for in a safe and secure environment, which is effectively risk assessed by a vigilant childminder. The childminder has good knowledge of child protection issues, including the procedure to follow should an incident arise, to promote effective safeguarding arrangements. The childminder has good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, which is evident in her well-written policies and procedures.

The childminder provides a broad range of experiences to help children progress in most areas of their learning towards the early learning goals. Generally, the childminder has sufficiently monitored planning and assessment arrangements and she regularly reviews her practice with the support of local authority advisers. The childminder is proactive in accessing relevant courses to improve the quality of children's learning and development. For example, these include courses to help develop her awareness of how to promote children's communication development, such as, through sign language. The childminder has sufficient knowledge of the strengths and weaknesses of the provision. Through this understanding, she has developed an appropriate action plan to maintain satisfactory improvements for the future. As yet, the childminder has not considered the views of parents consistently to bring about further improvement to the provision.

The childminder has established professional relationships with parents. They comment favourably about the childminder's ability to ensure children are confident and look forward to their time with her. In particular, parents comment on the excellent progress children have made in their communication skills stating that their child's speech has 'flourished'. Parents feel that the childminder is 'reliable and flexible' and that there is 'a genuine feeling of love in a safe, familiar environment' for their children. Partnerships with other early years settings have not yet been fully established to maintain continuity in children's care. The childminder has appropriate knowledge of her responsibilities to liaise with key agencies and professionals to support children with special educational needs and/or disabilities if the needs arise.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	142128
Local authority	Somerset
Inspection number	886934

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	28/04/2010
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 that are usually their 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
Manchester
M1 2WD

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