

Inspection date	05/11/2012
Previous inspection date	14/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are happy, settled and confident in the childminder's home. They build strong relationships with each other and the childminder's family.
- The childminder deploys her assistant and student very well so that they can effectively meet each child's individual needs.
- The new assessment system enables the childminder and her assistant to have a good awareness of children's progress in their learning and development to plan for their next stages.
- Children develop positive attitudes to learning, which prepares them well for school.

It is not yet outstanding because

- Opportunities to support children's understanding of how to keep themselves safe have not been fully considered.
- The deployment of resources does not fully support children in developing their emergent writing skills.
- Insert Strengths text here

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 observed the children in all areas of the indoor provision.
- The inspector discussed practice with the childminder and her assistant.
- The inspector examined the documentation, including training certificates, children's records and safeguarding information, and development records.
- The inspector took into consideration the parents' views, which they left in writing for the inspection.
- The inspector examined the childminder's systems of self-evaluation and improvements since the last inspection.

Inspector

Elaine Douglas

Full Report

Information about the setting

The childminder registered in 2006. She lives with her husband, who is registered as her full time assistant, and their two children aged five and seven years. They live in a house in Wellington, Somerset close to shops, parks, schools and public transport links. The whole of the property is used for childminding. There is a fully enclosed garden for outside

play.

The childminder and her assistant are currently minding 20 children, all in part-time places. Of these, eight are in the early years age range. They also offer care to children aged over five years to eight years. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-school to take and collect children.

What the setting needs to do to improve further

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

- increase the resources to provide greater opportunities for children to develop their early writing skills through their play and child-initiated learning.
- extend children's awareness of safe practices by regularly practising the emergency evacuation procedures.

Inspection judgements

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

The childminder has a good awareness that children learn through playing and exploring being active and creative. She makes regular observations of children's achievements, seeks parents' involvement, and uses Development Matters in the Early Years Foundation Stage as a guide to track children's development. This enables her to plan effectively to promote their next stages of learning through their individual interests. Consequently, children make good progress in all areas of their development. Children are motivated to learn and eager to persevere because the childminder and her assistant effectively support children in finding ways to solve problems. For example, the assistant draws an older child's attention to the picture of a completed puzzle and supports them in finding straight edges. The child then looks carefully, which supports their success in fitting the shapes in the correct place. The childminder and her assistant then extend the child's learning by counting the gaps to see how many more pieces they need. The assistant provides just enough support to enable the child to count in order and then later the child spontaneously counts to seven.

Babies display curiosity using their senses to explore the world around them. They initiate their own learning and the childminder responds by joining in and following their ideas.

For example, one toddler says 'Row, row' when they hear music and the childminder engages them in singing and doing the actions for the whole song. Young children chuckle with delight showing their enjoyment. The childminder demonstrates how to use equipment and then gives children time to practise their new skills and explore. The childminder provides resources and regular outings to promote children's physical development. For example, she provides dolls and a pram for a child learning to walk and a trip to the park to use large equipment to challenge the older children.

Overall, children develop good skills in preparation for school or their future learning. The childminder builds on children's vocabulary, modelling the correct use of language. Children enjoy books independently and with the adults. The childminder plans activities for children to be involved in mark making, such as using chalks and making birthday cards. However, children have fewer opportunities to develop their early writing skills through their play. For example, one child pretends to be a doctor but there are no resources for them to play at making appointments or writing prescriptions to develop their emergent writing.

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

The childminder and her assistant build very caring relationships with the children. She finds out what the children enjoy doing at home and how she can support each child's welfare. As a result, children are confident and happy in the childminder's home. The childminder has learned to use sign language and now uses it with all children to support communication and ensure an inclusive environment. Children value each other's differences, share and celebrate each other's achievements. As a result, children develop a sense of belonging, behave well and understand expectations. The childminder builds children's confidence in acquiring good skills and attitudes to prepare them for school. She sensitively supports their transitions to other settings.

Children develop a good awareness of healthy practices. They help themselves to their beakers of water and younger children make their needs known. They sleep according to their individual needs because the childminder recognises signs of when a child is tired and provides comfort and reassurance until they fall asleep. They sleep safely in a travel cot, with clean bedding. The childminder uses a monitor and regularly visually checks them. Older children manage their own personal needs, such as washing their hands and are confident to use the toilet; the childminder or her assistant escort them on the stairs. Children learn to manage age-appropriate risks through their daily routines and activities. However, the childminder does not regularly involve children in practising the emergency evacuation procedures, in order to extend the older children's awareness of possible dangers. Young children safely learn to stand, knowing the childminder is nearby for support.

Children now use the whole of the ground floor, which provides different areas to support their learning and welfare. For example, one room provides low shelving and boxes for children to select resources independently. The lounge gives space for babies to move around safely and learn to walk. The organisation of the care means that the youngest

children are not usually present at the same time as after-school children. This means the older children can then use the lounge as a quiet area. Overall, children access a good range of resources, both indoors and outdoors, that promote all areas of their development.

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

The childminder has a good awareness of her responsibilities in safeguarding children's welfare and checking that people looking after children are suitable to fulfil their roles. She deploys adults effectively to provide good supervision and interaction, moving to where the children show interest. The childminder and her assistant have both attended first aid and child protection training and have good documentation for further guidance. The childminder gains parental written consent to leave her assistant in sole charge of children for a short period. The childminder carries out good risk assessments on her premises and all outings to protect children while promoting their development. She has all the required documentation in place and implements her written policies and procedures effectively. This supports children's well-being.

The childminder and her assistant regularly reflect on their practice and seek parents' feedback. They accurately assess their strengths and look for ways to improve. For example, both the childminder and her assistant are looking into gaining a childcare qualification to extend their knowledge further. The childminder has made good progress since her last inspection. She attended training that has enabled her to improve her systems for monitoring children's development and now she has an overview to identify and any gaps in children's learning. The childminder mentors students and is in the process of increasing the opportunities for local childminders to share good practice and discuss concerns. She has a very positive attitude to continuous improvement.

Partnerships with parents ensure the continued exchange of information, which benefits the children. Parents comment on the strong bonds between their children, the childminder and her assistant. The childminder regularly provides parents with feedback on their child's progress and development. She builds strong links with the children's centre, the pre-school, the local school and nursery to share information on a regular basis and discuss children's progress. The childminder has a good understanding of her role in promoting children's learning and development and consistently assesses each child to help them make progress. She understands her role in providing a written assessment of the progress of all two-year-olds.

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	EY343812
Local authority	Somerset

Inspection number	889734
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	20
Name of provider	
Date of previous inspection	14/09/2009
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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