

<b>Inspection date</b>	21/01/2013
Previous inspection date	15/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- The children are happy, settled and confident in the childminder's home.
- Children enjoy learning through actively playing and exploring the good range of resources.
- Children develop a good awareness of a safe and healthy lifestyle.

#### **It is not yet good because**

- The childminder does not consistently maintain her assessment system in order to reflect all children's progress accurately to plan for their learning in all areas.
- The childminder has not fully developed partnership working with other providers sharing care of children to access their learning needs fully.

## 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 children in the indoors environment.
- The inspector took account of parents' written comments about the provision and the childminder's self-evaluation.
- The inspector looked at the children's assessment documentation.
- The inspector checked safeguarding records and sampled the written policies and procedures.

## Inspector

Elaine Douglas

## Full Report

### Information about the setting

The childminder registered in 1995. She lives with her partner and three grown up sons, in Yeovil, Somerset. The whole of the ground floor is used for childminding, including the sitting room, dining room and kitchen. Toilet and sleeping facilities are on the first floor. There is a fully enclosed garden for outdoor play. The family has three pet cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently has six children from

one to four years on roll, all in part time places.

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

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

- improve the assessment system to more accurately plan for every child's learning in all areas of development.

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

- develop the partnerships with any other provider(s) sharing care to enhance children's learning.

### **Inspection judgements**

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

Overall, the childminder has sufficient knowledge of children's development and interests to plan appropriate experiences. For example, she provides a range of vehicles for a young child fascinated by wheels. Older children name them, such as steamroller, fire engine and tractor, so they learn from each other. The childminder ensures that children have some experiences to promote all areas of development, so they make at least satisfactory progress. This adequately supports children in developing appropriate skills for their next stage of learning or school.

The childminder gains satisfactory information on children's starting points. However, she does not accurately maintain her observations and assessments for all children. This makes it difficult for her to plan for every child's development in all areas fully. Consequently, adult-led activities concentrate on children's creative development. Children regularly attend local groups, which provides additional activities and promotes their personal social and emotional development. The childminder exchanges information with parents on a daily basis and takes account of some of their suggestions to promote their children's learning further.

The childminder effectively promotes children's curiosity and role models some effective learning strategies. For example, when a child discovers how to operate a certain part of a toy the childminder says 'I didn't know it could do that', showing that adults also continue to learn and find new ways of doing things. One young child enjoys the sound they make as they scrunch up paper and the childminder provides other resources for them to hear

the different sounds. Most children make appropriate progress in their communication and physical development. Young children enjoy babbling and demonstrate that they understand simple sentences. They pull themselves to standing by holding furniture and with the childminder holding both their hands take a few steps. The childminder demonstrates to an older child how to write words and sound the letters, so they confidently write their name and are pleased with their achievements. She engages them in conversations about events at home or special occasions. This encourages children to use talk to organise their thoughts and increase their vocabulary.

The childminder engages in children's games and make suggestions to move their learning on. For example, one child explores the play food and tea set. The childminder suggests setting up the dolls to cook a meal for them, which promotes children's imagination. Children of all ages demonstrate they know how to use technology toys. For example, young children push buttons to make sounds and lights, while older children recognise the alphabet.

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

The childminder provides a welcoming environment, where children settle quickly and demonstrate they are happy. The childminder organises the good range of resources well so that children learn through actively exploring. She stores appropriate boxes of resources at low level, labelled with pictures and words so that children of all abilities can make choices. The childminder provides a good range of equipment appropriate to children's stages of development, to support them and keep them safe. For example, an older child sits comfortably at a child size table, while a non-mobile child is strapped safely into a high chair. There are posters displayed in the environment, so that older children begin to recognise numbers and words, and initiate their own learning. For example, one child looks at a poster about healthy eating and names the foods. The childminder encourages children to use their phonic knowledge to read the label when they are unsure of what something is.

Children develop a good awareness of safe and healthy practices. They regularly help themselves to drinks from their individual beakers. They clean their hands before eating and enjoy nutritious foods. During their games, they talk about too much sugar being bad for their teeth and describe healthy foods. Children play in warm clean premises and the childminder protects the younger children through hygienic nappy changing procedures. Children have daily opportunities to be outdoors and enjoy physical exercise. The childminder does not drive so children walk to attend any groups. Children learn about road safety on outings and know to hold the pushchair. They regularly practise the emergency evacuation procedures and play with resources such as fire engines to explore their understanding of fire safety.

Children develop good relationships with the childminder and each other. This secure attachment promotes children's confidence and effectively prepares them for transitions to school or other settings. The childminder provides a good role model for children to learn good manners and acceptable behaviour. Older children demonstrate friendly behaviour

finding toys and resources that they know younger children will enjoy. Parents comment on their children developing clear routines and boundaries, so they feel secure to have a go at activities. Children access a suitable range of books and small world people to promote a positive awareness of peoples' differences. The childminder encourages older children to be independent and manage their own personal needs.

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

The childminder has a satisfactory awareness of her responsibilities to meet the learning and development requirements. She has changed her assessment system and has begun to track children's progress in line with the revised Early Years Foundation Stage. However, this is in its early stages and not up-to-date for all children. The childminder takes account of any comments parents make of their child's learning at other settings. However, this does not ensure the regular exchange of information to enable her to work in partnership to enhance children's learning fully. The childminder is beginning to use the Development Matters document to provide guidance on evaluating her observations.

The childminder is aware of some of the weaknesses in her provision and identifies her areas for development through satisfactory self-evaluation. Consequently, she is awaiting training to enable her to complete two-year-old progress checks in the future. Since the last inspection, the childminder has increased her knowledge in equal opportunities, child protection and promoting children's health. She has attended training in carrying out risk assessments and self-evaluation in order to improve her practice. For example, she now uses questionnaires to gain parents' feedback and is in the process of updating all documentation.

The childminder has a strong understanding of safeguarding children and meeting the welfare requirements. She effectively implements her policies and procedures, most of which are in writing, to share with parents. She has a sound awareness of child protection issues and appropriate documentation in place for further guidance. The childminder gains relevant information from parents to safeguard children and promote their welfare. Children have individual files, which the childminder confidentially maintains. All required documentation is in place, such as records of any medication administered and of children's attendance.

Effective partnerships with parents ensure that the childminder generally meets children's individual needs. Parents comment on getting good daily information on their children's behaviour and the activities they enjoy. However, the assessments do not provide an accurate record of children's development. Parents appreciate the care and flexible service the childminder provides, stating that their children enjoy going to her home.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	142635
<b>Local authority</b>	Somerset
<b>Inspection number</b>	814031
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/06/2009
<b>Telephone number</b>	

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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  
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