

Inspection date	21/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- The childminder holds children's concentration well as she supports them in their play.
- Children with special educational needs and/or disabilities have their individual needs well understood and met by the childminder.
- Children's learning is well observed and assessed to identify progress and next steps.
- Children choose from a wide range of toys in a designated, welcoming playroom.

It is not yet outstanding because

- The childminder does not always help children learn about good hygiene.
- The childminder has not established partnerships with other settings children attend.

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 snack time in the kitchen and activities in the playroom.
- The inspector looked at children's assessment records.
- The inspector spoke to parents to take account their views.
- The inspector checked evidence of suitability and looked at safeguarding and welfare requirement documentation.
- The inspector spoke to the childminder about her self-evaluation and improvement plan.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 2012, having previously been registered for 10 years. She lives with her husband and two teenage children in Wellington, Somerset. Minding mainly takes on the ground floor of the home. There are bathroom facilities on this level. There is an enclosed rear garden for outside play. The family have a dog and two guinea pigs, which children have supervised access to. The childminder is registered on the Early Years

Register and both the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age range. The childminder also cares for school-age children. The setting supports children with special educational needs and/or disabilities. The childminder has a early years qualification at level 3.

What the setting needs to do to improve further

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

- improve hand washing routines before eating and after touching the dog to develop children's understanding of how to keep themselves healthy
- develop partnerships with other settings children attend to further enhance how individual needs are understood and met.

Inspection judgements

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

The childminder is currently only providing a short period of care at the beginning and end of the school day. She understands children are tired and balances their care, learning and play needs well. Children enjoy choosing their own toys and activities from a large, well-stocked cupboard within the playroom on their return from school. The childminder is aware of the toys children have requested in the morning for their after-school visit and supports them in setting these out. She supervises the early years aged children and older children playing together really well so their individual needs are met effectively. She steps in when needed to answer questions, challenge them in their play with questions and offer suggestions on how to extend the activity.

The childminder is skilled at maintaining children's interest in an activity for a long period of time by her involvement in their play. Children enjoy playing with dolls house furniture, bringing their role-play alive with small props and play-people. Children's language is developed at every opportunity by the childminder. She repeats words back to children clearly, models good pronunciation of words and corrects children's abbreviated words. These are positive teaching techniques, which help children develop the skills and attitudes ready for school and the next stage of learning.

The childminder has a secure knowledge of the Early Years Foundation Stage framework and all the areas of children's learning. She promotes them effectively through her play both inside, outside in the garden and trips to the park. She is aware of the prime areas of

learning for the youngest children's development and builds on these to prepare children for school. She identifies children's starting points and carries out monthly observations of their development. Her assessments are clear and effective at identifying progress and next steps. For example, she notices when children struggle to use scissors, so she plans for scissors to be introduced when playing with play dough to help develop this skill. The childminder uses the Development Matters in the Early Years Foundation Stage guidance effectively to identify children's development, which she shares with parents. She has not yet cared for children who require a two-year-old progress check to be completed. The childminder is particularly experienced in working with children with special educational needs and/or disabilities. She uses her knowledge and skills competently to support all children through their individual needs in order to make good progress.

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

Children are happy and settled with the childminder. They enjoy a snack on their return from school. The childminder specifically gives them carbohydrates such as cake or toast as well as fruit to help their energy levels. However, children do not wash their hands before eating, neither are they reminded to do so after touching the dog. This does not promote good hygiene or help children learn about how to keep themselves healthy. Children do have individual towels for when they do wash their hands, which helps prevent cross infection. Children are reminded to use the bathroom regularly when engrossed in their play, this meets their individual needs well. The childminder also knows children's likes and dislikes, such as which chair they like to sit on for their snack and encourages the older children to swap seats in order for them to feel secure.

Children learn about safety issues from regular discussions with the childminder and preparations for emergency situations. For example, children role-play scenarios to know what to do in the event of children with specific medical needs becoming ill and how to call an ambulance. The childminder has identified the need for a fire evacuation drill to take place, to include early years aged children, to prepare them for what to do in a fire emergency. Children learn how to be safe when enjoying physical play outside, especially when on the trampoline.

Children are well behaved and understand the childminder's rules and boundaries. The childminder is a positive role model to older children who in turn reinforce good behaviour, manners and respect. Children learn how to share and take turns with the toys, from the childminder's positive explanations and good supervision. This enables her to step in when needed. Children learn about each other's differences and the childminder manages individual needs skilfully to ensure fairness for all. She takes into account children's special educational needs and/or disabilities. This helps develop children's personal, social and emotional development, which prepares them for school and attending other settings.

Children benefit from a designated playroom to play in, which is next to the lounge where older children relax after school with television. This gives a homely, busy feel to the home, which is inviting and welcoming to children of all ages. Children enjoy exploring different toys from the toy cupboard or helping themselves from the colouring activity

drawers. Their all round development is effectively supported.

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

The childminder effectively evaluates her practice and identifies areas for improvement. As a result of this she has booked on to safeguarding training for later this year. This will build on her already secure knowledge. She has identified the need to carry out a fire drill with children but this has not yet happened. She effectively identifies and addresses all potential risks in the home, garden and on outings to keep children safe. The childminder keeps evidence of hers and her family's suitability on file to share with parents. All of her documentation and records meet safeguarding and welfare requirements as they are clear, accurate and include parental consents.

The childminder builds on her early years qualification with various courses to support children with special educational needs and/or disabilities. She has experience of working with children with dyslexia and dyspraxia. She is also supportive of parents, working together to meet children's individual needs. The childminder telephones parents in the evenings to talk about children's progress to avoid discussing issues in front of them. She has not yet made links with other settings children attend. However, she does support children's learning in line with school topics they share with her. For example, she is currently exploring Chinese New Year, with a large selection of activities, dressing up and craft materials she has collected to promote the festival.

The childminder is aware of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She has been proactive at seeking advice on how to implement planning, observation and assessment. She has found simple, effective ways to do this to show children's starting points, progress and next steps. She has identified the need to improve her knowledge of the two-year-old progress check but has not given this priority as she has no plans to take children of this age at present.

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	EY453357
Local authority	Somerset
Inspection number	881352
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
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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