

Inspection date	29/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and settled because the childminder interacts warmly with the children and is sensitive to their needs.
- Children are provided with a range of interesting and exciting experiences, which supports their learning and development well.
- Children make independent choices in their play from a wide range of easily assessable resources.
- Children's confidence and self-esteem is well supported through the childminders consistent use of praise and encouragement.

It is not yet outstanding because

- The childminder misses opportunities to promote children's understanding of counting and number in everyday routines and activities.
- The childminder misses opportunities to help children fully develop their understanding of keeping themselves and others safe.

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 interactions and activities between the childminder and children.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including children's learning records, policies and procedures.
- The inspector took account of parents views through completed questionnaires.

Inspector

Michelle Tuck

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her three children in the city of Wells in Somerset. Children have access to all areas of the home, with care mainly provided on the ground floor. This includes a lounge / diner, kitchen and conservatory / playroom. Bathroom facilities are on the first floor and there is a secure back garden for

outside play.

What the setting needs to do to improve further

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

- explore additional ways to use everyday activities to promote children's understanding of number and counting
- improve children's understanding of how to keep themselves safe by, for example, involving them in keeping the environment safe and tidy.

Inspection judgements

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

Children happily engage in a wide range of interesting and challenging activities, which effectively meet their individual needs. They play in a well-resourced environment where toys and activities cover the seven areas of learning, and support children to make good progress. Children are effectively supported by the childminder who plans a range of interesting activities, which actively capture their imagination. For example, children read stories and look at books about birds. The childminder talks to them about the bird's features, habitats and eating habits. She skilfully uses open questions to assess the children's understanding as they excitedly make bird feeders for the garden. There is a good balance of planned activities and child-led activities. The childminder completes observations and assessments on children, which cover all areas of their development. She summarises their learning every three months, providing her with a solid foundation in preparation for writing the two-year-old progress check. Children's individual needs are well met because the observations inform the activities that the childminder plans.

Children are active learners; they enthusiastically engage in activities, concentrating well to achieve what they set out to do. This is particularly evident when they fill containers with water and use a variety of tools to sieve and pour from one container to another. They watch the effects as the water transfers from one vessel to another. The childminder extends their enjoyment further and encourages them to use their imaginations by adding their favourite play characters to the water. However, there are some missed opportunities to develop counting skills, such as how many cups of water does it take to fill a jug. Also in everyday activities the childminder misses counting opportunities such as asking children how many plates are needed for lunchtime.

The childminder encourages children to develop their social skills by taking them to toddler groups and supporting them to share, take turns and negotiate. This prepares them well for the next stage in their learning.

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

Children are happy and settled in the childminder's care. This is because they have made secure attachments to the childminder, which positively promotes their physical and emotional well-being. Children smile as the childminder praises them for their achievements. This effectively builds children's confidence and self-esteem. She talks gently to them, using distraction and explanation effectively to help children manage their own feelings appropriately.

Children develop healthy habits because the childminder introduces daily routines for personal hygiene, which they learn. Children enjoy singing a hand washing song as they prepare for meal times and remind the childminder she needs to sing it to as she washes her own hands. Children have daily opportunities to develop their physical skills. They put on waterproof suits, to access ride-on-toys, water play and the trampoline. Meal times are a sociable occasion because the childminder sits with the children and they talk about the foods they eat and where it comes from. Children are learning how to cross the road safely when they go out to the park and the local community. They practise the emergency evacuation procedure with the childminder, so they know what to do if they need to get out of the house quickly. However, the childminder does not include children in identifying all potential risks in the home. For example, she does not always encourage them to help tidy away the toys or explain why they need to do this. This means children's understanding of how to keep themselves and others safe is not yet fully promoted.

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

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of her responsibilities to safeguard the children in her care and the measures she has in place to protect children are robust. The childminder carries out regular risk assessments and daily checks to ensure the environment is safe and suitable for the children to play in. There is a broad range of resources available to the children. These are organised effectively to encourage children to make independence choices in their play.

The childminder liaises with both parents and others involved with children's care and education to share relevant information about children's care and learning. This helps to promote consistency. The childminder has a clear understanding of the learning and development requirements and is confident in her knowledge of the seven areas of learning. The childminder has implemented effective systems to monitor the educational programme she provides; she shares information about the Early Years Foundation stage with parents and gathers information from them about their child's starting points. The

childminder develops positive relationships with parents. They express that their children are very happy and enjoy themselves in the childminder's care.

The childminder has a positive attitude towards developing her service and her own professional practice. Although she has been childminding for a very short time, she has already completed the Ofsted self-evaluation form. She has accurately identified her strengths and areas for development. She also regularly reflects on the benefit of the activities she provides. The childminder is enthusiastic and professional and is keen to develop her practice to an outstanding level.

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	EY451726
Local authority	Somerset
Inspection number	880684
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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