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|--------------------------|----------------|
| <b>Inspection date</b>   | 23/05/2013     |
| Previous inspection date | Not Applicable |

|  |                         |                |
|--|-------------------------|----------------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 successfully encourages children's communication and language skills through relaxed conversations as they play.
- Children make good progress because the childminder knows them well and understands how she can effectively support their learning and development.
- Children are safe, secure and settled in the well organised environment the childminder provides.

#### **It is not yet outstanding because**

- The childminder does not have a wide range of sensory resources for children to experiment with to promote their curiosity further.
- There are few alternative resources for children to build and construct with in order to promote their imagination and small physical skills further.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities indoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records, the childminder's policies and procedures and regulatory documentation.
- The inspector sampled self-evaluation records and letters from parents provided for the inspection.

## Inspector

Marilyn Joy

## Full Report

### Information about the setting

The childminder registered in October 2012. She lives with her husband, an adult child and a school aged child in Wellington, Somerset. The childminder uses downstairs for childminding, although sleeping facilities are located upstairs. There is a rear garden for outside play. The family has two dogs and a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for three children in the early years age group and one child of school age.

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

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

- encourage children's curiosity to explore and investigate by providing a wide range of sensory experiences and materials and resources that can be used, moved and combined in a variety of ways
  
- develop resources that enable children to build and construct.

### Inspection judgements

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

Children flourish in the nurturing and calm atmosphere the childminder offers. They benefit from the childminder's involvement in their play and the effective support they receive. Their communication and language skills are successfully and consistently promoted through relaxed conversations. For example, the childminder asks good questions to encourage children to think for themselves. She introduces counting skills with younger children when drawing and watching the cat out of the window. They count how many eyes and legs he has, and then attempt to draw him. The childminder extends older children's mathematical skills when playing games and identifying numbers in the environment. The childminder is an effective role model. She demonstrates how to do things so that children copy and become confident in achieving for themselves. For example, younger children say one, two, three and learn how to draw different shapes.

The childminder continuously observes children and records their achievements. This helps her develop a secure understanding of their capabilities and to effectively plan for their progression. She uses information gathered from parents when children first attend, as well as ongoing discussions about their home experiences, to support her in this process.

The childminder carefully monitors the progress children make. This provides her with all the information she needs to complete progress checks for two-year-olds, share information with other settings children attend and to support the move to school.

Overall, children enjoy a broad range of experiences that support their learning in all areas. The childminder reads stories well. Consequently, children are keen to share books with her. They are keen to share their favourite book and excitedly point to the pictures as they anticipate what will happen next. Children create collages and explore water and sand in the garden. However, the childminder does not have a comprehensive range of different resources and materials that all ages can experiment with and use creatively. Children build with blocks and bricks but there are few alternatives to encourage them with other methods of construction. Likewise, babies investigate toys with buttons to push and knobs to turn. However, there are less natural or creative materials for them to investigate and stimulate their senses. The childminder encourages children's imaginative play by joining in and extending the storyline. They set out the play food and have pretend picnics together. Younger children develop their concentration and physical skills as they try to carry a pretend egg on a spoon. They giggle when it falls on the floor, therefore have fun while they learn. Children enjoy their time with the childminder. They are interested and motivated learners who develop the skills they need for future learning.

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

Children are happy and settled in the childminder's care. They move around confidently deciding what they want to do and where they want to play. They ask the childminder for help and, although she willingly provides it, she first encourages children to manage tasks for themselves. For example, when they are drawing she demonstrates how to draw a face and then encourages children to do this for themselves. Likewise, children learn to wash their own hands and put the toys away. Consequently, they become increasingly independent, which is good preparation for pre-school and school.

Children behave well because the childminder uses simple rules to help children learn what is expected. Children benefit from the childminder's calm approach and the frequent praise and consistent guidance they receive. They respond well to the childminder and follow her lead. This is particularly important when helping children to learn about keeping themselves safe. Older children know they need to sit in the hall when the childminder is getting younger children in and out of the car. They learn where it is safe to cross the road and the importance of holding hands to keep themselves safe while out.

Overall, there is a variety of good quality toys and the childminder uses these well to effectively support children's all round development. They are stored at a low level so that children can develop their independence and help themselves. However, there is not a wide range to fully extend and challenge children's progress in all areas of learning. For example, babies have few natural sensory resources to explore, and the variety of different construction resources is currently small.

Children enjoy a healthy lifestyle with the childminder. They play in the fresh air daily,

going out for walks and playing in the garden. They visit the park where they can explore larger play equipment and extend their physical skills. Children learn about healthy eating because the childminder talks about the food they are eating and the importance of eating fruit and vegetables. The childminder offers a healthy menu of snacks and meals. Parents usually provide children's food themselves and the childminder stores this in the fridge to keep it fresh. The childminder follows good hygiene routines herself and encourages children to do the same.

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

The childminder fully understands the welfare and learning requirements and her responsibilities to safeguard children and support their development. She has a secure understanding of child protection issues and knows what to do if she has concerns about a child in her care. She provides a safe and secure home. This means children can move around freely and safely as they play. The childminder carefully considers children's safety when taking them on outings. She takes emergency supplies with her in case these are needed and helps children learn about keeping themselves safe. For example, they learn about road safety when going for walks. The childminder maintains all the required documentation in good order. This provides her with all the information she requires to help her respond to children's individual needs.

The childminder is enthusiastic and has high expectations for herself and the children she cares for. She is new to childminding and has carefully reviewed her overall practice so far. This helps her make sure she is meeting all the requirements and identify areas for improvement. The childminder is keen to develop her knowledge and understanding of childcare with further training and is completing a level 3 qualification. The childminder responds positively to feedback from the local authority and promptly implements their suggestions. For example, she moved her equipment around outdoors to enable children to experiment and practise moving items from one place to another. The childminder effectively monitors children's learning and this helps her ensure they are making good progress in all areas.

The childminder develops positive relationships with parents and children. She spends time helping children to settle and agreeing arrangements with parents regarding their care and individual needs. The childminder uses daily discussions to update parents about children's experiences and the progress they are making. Parents are extremely satisfied with the care their children receive and the progress they are making. The childminder liaises closely with other settings children attend. She meets with staff and agrees how they can work together. This means children receive consistent support and they benefit from continuity in their care and learning.

### **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 action. 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>     | EY453054       |
| <b>Local authority</b>             | Somerset       |
| <b>Inspection number</b>           | 888086         |
| <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>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <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, which are usually the childminder's 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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