

Inspection date	10/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
		2
How well the early years provision meets the needs of the range of children who attend		1
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 provides a stimulating environment both inside and out doors, which reflect children's interests.
- Children make outstanding progress as the childminder plans effectively to challenge their learning and development wholeheartedly.
- Children are settled and confident as the childminder has taken time to get to know the children and has developed positive partnerships with parents.
- Through close supervision by the childminder children feel safe in their surroundings to take risks and move freely and independently.

It is not yet outstanding because

- The new childminder has not fully implemented systems of self-evaluation arrangements with regards to children's ongoing care.
- Generally, the childminder has effective systems in place to adapt practice as children's capabilities change. However, as children progress from being a crawler to a walker not all adaptations have been made.

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 made observations of the children playing inside and out doors.
- The inspector made observations of the childminder's interactions with the children.
- The inspector sampled a range of documentation and considered the written views of parents.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two children in the Sherford area of Taunton, Somerset. All areas of the premises are used for childminding purposes. The first floor is predominantly used to accommodate children's sleep. There is a garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, the childminder has two children in the early years age range on roll.

What the setting needs to do to improve further

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

- extend systems to include parents' views and to reflect more productively on how identified actions impact on children's care
- continue to adapt the environment as children's capabilities change.

Inspection judgements

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

The childminder provides a stimulating environment, which entices children to be active learners. Effective engagement with parents from the start enables the childminder to have excellent knowledge of children's starting points, routines and current interests. Highly impressive arrangements enable parents to have full understanding of how they Early Years Foundation Stage is delivered as they work in partnership with the childminder to complete initial assessments of their child's capabilities. Parents have found this to be a very valuable experience as it has helped them to see meaning in their child's actions. Consequently, the childminder plans exciting activities to challenge the children so that they make excellent progress in their learning.

Children thoroughly enjoy exploring media using their senses, such as the sand and water. They confidently use spades and containers to transport the sand to mix it together with the water. They thoroughly enjoy transferring the water onto the patio to make puddles so that they can happily stomp and splash. The childminder praises the children for their innovative ideas and supports them effectively by providing a commentary on what they are doing. Children love making marks using paintbrushes in the water showing a flair for

developing early writing skills.

The childminder uses everyday routines exceptionally well to progress children's understanding of number. When they climb the steps they count as they go and when passing out plates for snack they count how many they have and how many more they need. The childminder listens to children's ideas, such as their choice of favourite songs to sing. Children enjoy the many opportunities to be physically active, such as jumping like bunnies, lifting both feet and landing carefully to avoid injury. Children thoroughly enjoy interactive toys. They confidently press the buttons anticipating the different sounds and sights their actions have. The childminder supports children to investigate further commenting on what they have achieved.

The childminder completes detailed observations of the children in her care, linking them accurately with children's stage of development. Consequently, she has excellent understanding of children's next steps in learning. The childminder uses observations effectively to plan an exciting range of experiences across the areas of learning. She tracks children's progress extremely well to ensure there are no gaps in their learning. Parents comment positively on the 'excellent range of home based play plus outdoor activities and experiences'.

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

Children have access to an abundant range of toys and resources, which stimulates their learning. The childminder constantly rotates resources, borrowing new ones, to meet children's individual needs. For example, the childminder enables children to affirm their identity and recognise they are unique by providing mirrors. Excellent use is made of open-ended resources to support children's creativity and enquiring minds. For example, the childminder displays an exciting range of recycled materials for children to explore. She teaches children new words to describe what they hear and see as they use sticks to explore different sounds and movement helping them to gain effective communication skills for their next stage in learning.

Children are very secure in their relationships with the childminder. When children become distressed at the sound of aircraft, they seek support from the childminder. She comforts the children and reassures them. The childminder knows the children very well. For example, she anticipates that children need time outside to be physically active when they find it difficult to concentrate. The childminder supervises children well, providing them with a safe and secure environment so that they can explore safely and independently. She supports children to take risks so that they can learn about dangers, such as giving them the confidence to climb down steps backwards. The childminder minimises risk well although, more risks are evident as babies begin to walk, such as the fireplace, which is a new favourite place to sit.

Children are becoming increasingly more aware of their own needs. For example, the childminder ensures children can find their photograph labelled cups easily and they confidently choose their own when they are thirsty. Children have good understanding of

hygienic routines, such as washing their hands before they have their snack, and drying them on their own towel. Children thrive in the small responsibilities the childminder gives them, such as fetching younger children's drinks and passing around the fruit for snack. Mealtimes are a sociable occasion. The childminder is a good role model helping children to develop good manners and positive behaviours. The childminder works in partnership with parents to provide healthy and nutritious snacks and meals that meet any special dietary requirements. She offers advice and guidance, such as having non-sugary drinks in bottles to support dental hygiene. Children have wonderful opportunities to learn about healthy eating, such as making bread on a weekly basis and growing their own fruit and vegetables to harvest and eat.

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

The childminder has good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, the childminder has carefully considered collection arrangements by authorised adults and the provision of a safe and secure environment. She underpins her knowledge with the implementation of comprehensive policies and procedures, which she shares with parents. The childminder has good knowledge of the procedures to follow should she have a concern about a child and her responsibility to work in partnership with key agencies to promote children's welfare. Children make outstanding progress in their learning and development. The childminder has meticulous planning and assessment arrangements, which demonstrates excellent understanding of the learning and development requirements of the Early Years Foundation Stage.

The childminder monitors her provision well. She is beginning to use self-evaluation tools further to drive improvement. As yet, she does not include the views from parents and is developing a questionnaire to invite their thoughts to involve them further. The childminder uses network groups, advice from early years advisers and other professionals well to guide her practice and enhance the provision to meet children's needs. She takes time to visit other early year's provisions to enhance her knowledge in these early days of childminding. The childminder is proactive in accessing relevant training and has a positive attitude to professional development. She has recently completed a course to improve her skills in caring for babies and young children, which is specific to her current childminding practice.

The childminder shares a wealth of information with parents to keep them well informed about the setting and their children's achievements. For example, there is a two-way flow of information using a 'sharing' book; this includes children's achievements at home. Parents are very complimentary commenting on how their children have 'benefited hugely from the childminder's interaction'. In the past, the childminder has developed strong links with other early years settings to maintain continuity in children's care, learning and development. For example, she provides new settings with a detailed account of children's progress and their next steps in 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

Unique reference number	EY458045
Local authority	Somerset
Inspection number	907673
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, 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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