

Inspection date	05/11/2013
Previous inspection date	05/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 implements her health and safety procedures effectively to protect and promote children's welfare.
- Children's personal social and emotional development is the strength of the setting, so children are confident, happy and settled.
- The childminder has good partnerships with parents and with other settings that children attend, to ensure a consistent approach to children's care and development.
- The childminder effectively monitors children's development to enable her to plan for each child's individual needs.

It is not yet outstanding because

- The childminder does not use all opportunities fully to help children answer 'How?' questions, so that children develop a greater understanding of what affect one thing has on another and notice similarities and differences.

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 in the indoor environment and accompanied the childminder and children on a walk to a local pre-school.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the childminder's self-evaluation and own parents' survey.
- The inspector checked safeguarding information.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2000. She lives with her husband and three children who are all in the older years age range, in Holway, Taunton, Somerset. All areas of the property are used for childminding. There is an enclosed rear garden for outside play with a separate area for the family dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder's husband works as her assistant. Together they have eight children on roll, of who six are in the early years age range. The childminder has an 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:

- extend awareness of using conversations and activities to help children to explain cause and effect further, and discuss similarities and differences.

Inspection judgements

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

The childminder provides an effective educational programme because she works with parents to know children's starting points. She makes regular and clear observations of children's development and writes a summary each month to share with parents. The childminder exchanges good information with all adults involved with children's development so that they can work together to support children's learning. This helps her to plan effectively for children's next stages of development, such as mixing colours and practising early writing skills. The childminder plans varied and interesting activities so that children make links in their learning. For example, they go for a walk to collect leaves and later use them for printing. They notice the different patterns, sizes and shapes. As a result, children make good progress and develop useful skills for their next stage of learning or school.

The childminder encourages children to explore and develop their own ideas, so they remain interested and motivated. For example, young children enjoy emptying and filling up the toy boxes. The childminder uses this to extend their mathematical development by using words such as empty and full, and encouraging them to count the items as they put them in. She supports children well in developing their language and communication skills. For example, young children enjoy stories and attempt new words. She engages children in conversations about themselves and they recall past events. The childminder encourages children to talk about what they see, hear and smell. As a result, children notice features in their environment. They get excited at the sound of a siren, notice a person on a bike and wave to the passengers in a bus. However, she does not use all

opportunities to extend children's awareness of cause and effect or comment on similarities and differences. For example, she tells children that the wind makes the leaves move. However, when a child states that their hair slide blew up in a tree, the childminder does not ask how that happened or what might have caused it. Also, an older child states that her leggings are not the same as another child's. The childminder does not extend this by asking her how they are different.

The childminder supports children in being independent and provides enough help so that children learn and achieve, such as putting their coats and shoes on for example. The childminder demonstrates to younger children how to operate toys and they then copy, happy with their achievements. Children learn about how plants grow and develop good imagination in their games. For example, a young child makes a hat from toy fences and an older child acts out familiar routines with small world people. The childminder plans good activities but also enables children to have time to explore their own ideas, so they become independent learners.

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

The childminder follows good procedures to keep children safe and healthy. This helps children to develop a good awareness of safe and healthy practices. Parents provide the children's food and the childminder keeps them informed of how much their children have eaten. Children enjoy healthy snacks and the childminder ensures that young children have regular drinks so that they do not get thirsty. The childminder follows hygienic nappy changing routines to protect children's health, including cleaning the mat and washing her hands. Children learn to dress appropriately for the weather, wearing hats and sunscreen in the sun. The childminder uses outings to teach children about road safety and managing age-appropriate risks. They regularly practice the emergency evacuation procedures to learn to help with their own safety. The childminder uses a buggy and reins so children are safe on outings. She asks children why they wear a helmet when they ride their bicycles and children respond that it is to protect their head. Children use tissues to wipe their nose and wash hands after using the toilet. They find their own towel by recognising their picture, which helps prevent the spread of infection.

The childminder has a gentle manner with the children and provides a good role model. Young children fall asleep in her arms and enjoy a cuddle when they wake up. She uses distraction with young children and encourages them to share. As a result, children learn to manage their behaviour and think of others. They are pleased to see each other and older children are gentle with the younger ones. Children are confident in the childminder's home and demonstrate that they feel secure by moving around independently and coming to the childminder for cuddles. Children willingly help to tidy away before getting out different resources, so that they have good space to play. The childminder uses laminated pictures with words so that children can choose the resources they want easily and older children begin to recognise simple words. The childminder has a good range of equipment to meet children's individual needs and keep children safe. For example, children sleep safely in a travel cot and the childminder uses a monitor, so she can react quickly when they wake up. Children have good access to resources to enable

them to initiate their own learning, such as getting a book to read with the childminder. Children have secure emotional attachments, which prepares them well for moving on to other provisions.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She carries out good risk assessments so that children remain safe and secure both on and off her premises. For example, she has an alarm on her front door, she supervises children at all times while they are eating to minimise choking hazards and she checks her garden for any animal faeces before children use it. The childminder keeps accurate records of children's attendance and works with her assistant to ensure they meet the required adult to child ratios. The childminder takes precautions to protect children from the sun and has a strict no smoking policy to protect children's health. The childminder uses her well-organised documentation for the efficient management of her provision. Both the childminder and her assistant hold first aid qualifications and keep good records to inform parents of any injuries. This includes good information on what to be aware of if a child bangs their head. The childminder has a good awareness of child protection issues.

The childminder is now using the local authority system to track children's progress. This enables her to quickly identify any gaps in children's learning and plan effectively or seek additional support. The childminder uses an 'All about me' form to find out about the child as an individual including their involvement with any other agencies. The childminder has good partnerships with parents. She provides them with good information on her provision, including her inspection reports. The childminder shares a communication book with parents and children's key person at pre-school. This enables them to work together to promote children's care and learning. The childminder has all her policies and procedures in writing to share with parents and ensures she implements them effectively. The childminder seeks parents' feedback by using a questionnaire for example. The seven responses demonstrate that parents are all very satisfied with the service she provides, stating that their children are keen to attend.

The childminder has good systems to evaluate her provision and look for ways to improve. Since her last inspection, she has sought advice on her planning and assessment and now has an effective system, which includes completing the progress check for two-year-old children. The childminder has continued to update and increase her knowledge of good early years practices and ways of extending children's learning. For example, she recently updated her knowledge of safeguarding and food hygiene. She attended a workshop on 'winter wonderland' looking at ways of planning exciting activities to promote all areas of children's development through the topic of winter. For example, children use a range of tools and skills to make snow globes.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	142140
Local authority	Somerset
Inspection number	895182
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	05/11/2012
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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