

Inspection date	13/11/2013
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 teaches children to become more independent, preparing them well for their next stage of learning.
- Children enjoy a broad range of activities that support them to make good progress in their learning and development across the areas of learning.
- The childminder collaborates well with her co childminder to evaluate and monitor the provision to drive improvement.
- There is a strong focus on developing children's communication skills.

It is not yet outstanding because

- The childminder keeps children safe reminding them of expectations but does not consistently explain to the children why some actions are dangerous.

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 children playing inside and outdoors.
- The inspector observed the childminder's interactions with the children.
- The inspector considered the written views of parents.
- The inspector observed documentation including children's learning diaries, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and four children in Bishops Lydeard, near Taunton, Somerset. She works with her daughter who is also a registered childminder from 7 am until 6.30 pm each weekday. Childminding mainly takes place on the ground floor, with access to bathroom facilities. There is a rear garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has one child on roll in the early years age range.

What the setting needs to do to improve further

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

- develop further children's understanding of expectations by consistently explaining possible consequences.

Inspection judgements

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

The childminder organises a broad range of experiences across the areas of learning that meet children's needs. She promotes children's learning and development well through effective teaching therefore; children make good and consistent progress in all areas. The childminder uses her knowledge of children's interests well to promote learning. For example, knowing that children enjoy playing with cars the childminder provides a tray of compost for them to move their vehicles along to make tracks. This gives children the opportunity to practice early writing skills through stimulating experiences.

The childminder interacts well with the children to progress their communication skills, such as introducing specific language to describe the play food children use in their role-play. The childminder questions children helping them to remember past experiences and to make comparisons, such as how they grew peas in the garden. Children use language well as they explain the process of making a cup of tea. The childminder extends children's learning effectively by asking children what equipment they need and providing appropriate resources so that they can develop their ideas successfully. Children comment on what they do, such as 'I'm pouring' and 'making tea' showing that they understand that language adds meaning to their actions. When other children come and play with the water children are good at sharing and develop good friendships.

Parents are actively involved in sharing initial information on children's interests, routines

and starting points through the completion of an 'all about me booklet'. The childminder takes time to observe children's engagement in activities and considers children's achievements at home, so that she can plan future challenging experiences. The childminder accurately assesses and tracks children's progress accurately identifying children's next steps in learning. As a result, she is able to ensure that children make good progress in their learning and development. The childminder provides parents with the required written summary of children's achievements between the ages of two and three. This effectively summarises children's progress and reviews any gaps in their learning so parents can seek additional support if necessary.

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

Children are very comfortable and happy in the homely environment. There is ample space for them to explore including a dedicated playroom. There is an abundant range of toys and resources, which are generally accessible and appropriately labelled to help children make decisions for themselves. Positive relationships with the childminder and a stimulating environment effectively support children's emotional well-being.

The childminder teaches children to behave well by making sure they are familiar with routines and expectations. Children are reminded of 'house rules', such as not jumping on the furniture and not throwing the toys. However, the childminder does not consistently explain to the children the consequences of their actions so that they can develop their understanding of how to keep themselves and others safe. The childminder keeps children safe on outings as she completes detailed risk assessments of all places visited. She takes appropriate equipment with her and is currently developing her practice to include photographs of the children on her emergency contact list to consolidate safe practices. Children are taught to become aware of their own safety as the childminder talks to them about safe places to cross. In addition, children have had visits from the police to promote their understanding of road safety.

There is a strong focus on supporting children to develop good independent skills in readiness for their future learning. For example, the childminder works well in partnership with parents to provide consistent practice as children progress to using the toilet, such as by using praise and reward stickers. The childminder deals sensitively with 'accidents' providing reassurance and comfort. The childminder encourages children to dress themselves independently, such as putting shoes and socks on to play outside.

The childminder teaches children about what constitutes a healthy lifestyle. She provides a healthy snack of banana and apple. All children sit together where they learn good social skills. The childminder shares information with parents on providing healthy lunchboxes. She provides numerous opportunities for children to be outside and active. In particular, they enjoy preparing the compost to grow fruits and vegetables and are encouraged to taste them once picked. The childminder teaches children about the need to wash their hands before they eat and dry them on separate towels to prevent the spread of germs.

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. She underpins this knowledge with detailed policies and procedures, which she shares with parents. The childminder shows a clear understanding of her responsibilities in protecting children's safety should she have a concern about a child's welfare. Thorough risk assessments ensure that the childminder regularly reviews her provision so that children are able to play in a safe and secure environment. Appropriate safety equipment is in place, such as safety gates to prevent children accessing the first floor and to prevent the family's dog from entering dedicated play spaces.

The childminder has good knowledge of the learning and development requirements of the Early Years Foundation Stage. There are consistent systems in place to observe, plan and assess children's progress so that children achieve well according to their age and stage of development. In particular, the childminder identifies any gaps in the children's learning and adapts activities to reflect children's interests.

Parents make positive comments about the childminder and the service she provides. In particular, they comment on her patience and understanding in meeting and managing children's needs. Parents state that they are 'extremely happy with the care she provides and the way (their child) has grown and developed'. The childminder provides parents with ongoing information of children's achievements and daily routines through a daily communication book, monthly newsletter and sharing children's assessments routinely.

The childminder works cohesively with her co-childminder to evaluate the provision effectively. She is committed to continually developing her practice and using her previous minding experience. For example, she has recently improved planning arrangements to incorporate children's identified next steps in learning to meet their individual needs. She seeks advice and support from early years professionals and other childminders to guide her practice. She has a positive attitude to professional development and accesses relevant courses to provide a consistent approach to children's care, learning and development.

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
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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	EY458281
Local authority	Somerset
Inspection number	933799
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	4
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, 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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