

Inspection date	13/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 knows children's interests well and plans a range of sensory experiences to challenge children's development.
- There is positive support for children to learn to play cooperatively and build close relationships.
- The childminder monitors her provision well, alongside her co-childminder, to drive improvement.
- There are good systems to observe, plan and assess to enable children to make good progress in their learning and development.

It is not yet outstanding because

- The childminder does not share all challenging behavioural incidents with parents to identify all possible triggers for this behaviour.

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 the children and the childminder's interactions both inside and outdoors.
- The inspector talked to the childminder and children and considered the written views of parents.
- The inspector sampled a range of documentation including children's assessment records, self - evaluation, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2013. She lives with her parents and three siblings, in Bishops Lydeard, Somerset. The childminder works with her mother who is also a registered childminder. All areas of the premises are registered for childminding purposes with activities mainly taking place on the ground floor. There is an enclosed rear garden for outdoor play. The family has a pet dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has three children on roll in the early years age range. She has a health and social care qualification at level 3 and is working towards 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:

- develop further consistency in sharing information about children's behaviour with parents to identify all possible triggers for challenging behaviour.

Inspection judgements

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

The childminder has good knowledge of the children in her care. She makes detailed observations of children's interests and uses this knowledge to plan exciting experiences. For example, the childminder is aware that some children learn by actively exploring and therefore, provides a wealth of sensory experiences, such as finger-painting, to promote learning. She ensures sensory resources are readily available, such as bottle shakers and a material box for children to explore independently. The childminder interacts well to nurture children's developing curiosity. She talks to the children providing a commentary on their actions. Therefore, she provides children with key vocabulary to use in future activities.

The childminder provides an environment which encourages children to explore. For example, before children make biscuits for a charity event the childminder provides children with opportunities to play with the equipment before using them in the task. Children thoroughly enjoy using the metal and wooden spoons to mix and to make different sounds on the bowl. The childminder interacts well encouraging children to bang slowly, quietly and fast introducing children to key vocabulary.

The childminder monitors children's progress effectively. She shares information with parents and health professionals to enable continuity in children's care, learning and

development. For example, she is currently supporting children as they gain the skills to walk independently. She provides opportunities for children to pull themselves up, such as to climb on a rocking horse, so that they gain independent skills for their future learning. Children pull themselves up to play the keyboard making decisions about what they would like to play with. This shows a positive attitude to learning. They understand that their actions cause the music to play as they press buttons. They laugh and wiggle in time to the music and are very pleased with their achievements.

The childminder evaluates her practice throughout the day. Noticing children's interests in the sponges she plans a future activity to combine the sponges with water so children can combine the materials and learn new skills. Parents are involved from the onset completing information about children's starting points, routines and interests. The childminder uses this information effectively to plan initial activities and to identify children's next steps in learning. The childminder tracks children's progress well ensuring that they are making the best progress possible according to their age and stage of development.

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

Children benefit greatly from the well-organised homely environment. They confidently move between rooms accessing an ample range of toys and resources that meet their individual needs. The childminder helps children build relationships encouraging them in turn taking games, such as passing the inflatable toy. Children feel safe and secure with the childminder. They seek reassurance and cuddles when they are tired. Therefore, children are emotionally prepared for the next steps in learning. Generally, children's behaviour is good and managed well by the childminder. However, she does not always record some behavioural incidents to share with parents to support children to understand acceptable behaviours consistently.

The childminder promotes children's safety well on outings. She ensures her car is in working order and children have appropriate car seats for their age and stage of development. She takes appropriate equipment with her, such as a first aid box and emergency contact details. As part of her review of risk assessments she has ordered high visibility vests for the children to protect them further when walking. Children become familiar with how to keep themselves safe as they complete regular emergency evacuation procedures.

The childminder promotes hygienic practice and is a good role model. When changing nappies the childminder wears disposable gloves and ensures the mat is sterilised after each use. She talks to the children throughout the nappy changing process. She explains what she is doing and praises them for lying down patiently and being cooperative. Children have good opportunities to eat healthily, such as apple and banana at snack time. Parents provide healthy lunches for their children and the childminder uses leaflets to guide her practice further. Children have many opportunities to play outside and be active, such as visits to the park. Children learn about where food comes from and enjoy gardening activities where they plant, grow and harvest a range of fruit and vegetables to

eat.

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

The childminder has good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She provides a safe and secure setting, which is thoroughly risk assessed. The front door remains locked while children are present and there are secure arrangements to ensure that authorised adults collect children. The childminder has good understanding of her responsibility to take prompt action if she has a concern about a child. She has relevant literature and contact details of key agencies to underpin her knowledge.

Parents receive a wealth of information about the service provided, which the childminder underpins with newsletters and detailed policies and procedures. They receive daily information on their children's achievements and daily routines in a communication diary. Parents are keen to share information on children's achievements at home, such as sharing a rocket picture. This gives the childminder information to include in her future planning to consolidate learning. The childminder routinely involves parents in her self-evaluation processes requesting their views using an evaluation form. Parents comment favourably about the provision, such as how children settle very quickly and become so much more confident with other children. The childminder has developed an appropriate system to share information with other early years settings children may attend as identified through the childminder's good self-evaluation procedures. This includes daily discussions with the key person and, more formally, sharing written summaries of children's next steps in learning.

The childminder has a positive attitude to professional development. She has completed compulsory training, such as for paediatric first aid and safeguarding, and is currently improving her knowledge of how children learn through a qualification at level 3 in early years. The childminder attends regular childminding network groups and seeks the advice of the early years adviser to improve her practice. She uses self-evaluation productively to drive improvement. For example, she has enhanced settling in periods, including parents' involvement, so that she can get to know what the children enjoy and plan effectively for their learning. Consequently, the childminder is monitoring the effectiveness of her observation, planning and assessment arrangements well. Therefore, children are making good progress in their 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
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	EY462215
Local authority	Somerset
Inspection number	915737
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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