

Inspection date	10/04/2014
Previous inspection date	10/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has good knowledge of children's interests and plans a broad and balanced range of experiences that help children make good progress across the areas of learning.
- The childminder has a positive attitude to her professional development.
- Children confidently explore the premises making decisions about their play.
- The childminder listens and responds well to children as they talk about their experiences and develop storylines in their imaginative play.

It is not yet outstanding because

- Not all information is gained from other early years providers to influence future planning to offer continuity in children's learning.
- The childminder does not always encourage children to use positional language to enhance their mathematical development 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 children playing inside.
- The inspector observed the childminder's interactions with children.
- The inspector sampled a range of documentation including children's 'pathways', self-evaluation, policies and procedures.
- The inspector discussed with the childminder how she maintains safety on outings.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2007. She lives with her husband and two daughters in Yeovil, Somerset. All areas of the home are used for childminding purposes, with a living room and kitchen/diner on the ground floor used as the main play space. There is an enclosed back garden available for outside play. The family has a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll in the early years age range. The childminder supports children learning English as an additional language. The childminder has an early years qualification at level 3 and is currently working towards an early years foundation degree.

What the setting needs to do to improve further

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

- develop further systems to share information with other early years settings that children may attend
- support children to use positional language to describe where they are putting objects to enhance their mathematical development further.

Inspection judgements

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

Children are happy and settled in the homely environment. They make decisions about their play, independently accessing resources that interest them. Children are confident in their relationships with the childminder and ask her to read a favourite book. Children make comparisons between the story and their own experiences. For example, children comment 'my mummy is looking after a doggy' as they point to a dog on the page. The childminder asks children relevant questions to help develop their communication skills and listens to their responses giving them time to formulate sentences. This helps children develop their speech and language skills.

Children enjoy exploring how vehicles move. Children comment 'it's going slow. There is no petrol'. When they change the speed pushing the van fast, they explain how they have now 'filled it up'. Children negotiate pathways well and develop storylines. Children describe how 'they're going to bed because they're tired of monsters in the house'. The childminder questions children well and they imitate this language in their play, such as asking 'shall we put the monsters in the van because they're so naughty?' The childminder

interacts well introducing vocabulary to enable children to talk about the furniture they are putting into the doll's house helping them to become aware of different features. However, there are fewer opportunities for the childminder to teach children to use language to describe the position of the furniture to enhance their mathematical development further. Nonetheless, children use other mathematical language well as they count how many grapes they have at snack time and how many they have left as they develop early calculation skills well. Children demonstrate good small muscle skills as they complete a jigsaw puzzle. Children are attentive matching pictures, colours and shapes competently.

The childminder uses information gathered from parents when children start at the setting well, including knowledge of their interests and her observations, to plan exciting opportunities across the areas of learning. The childminder effectively plans activities to complement children's 'possible lines of direction,' incorporating their interests and next steps. Children are making good progress in their learning and development. The childminder is working cohesively with parents to prepare children for school, such as developing their independence, and to support children learning English as an additional language.

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

Children benefit from a well-resourced homely environment. Children are aware of their own needs. For example, as the childminder has made drinks accessible on a low table, children are able to help themselves when they have a cough. The childminder praises children for putting their hands in front of their mouths when they cough and blowing their noses independently. Therefore, they learn good hygienic practices to keep themselves healthy. Children make healthy choices at snack time and decide to have grapes. The childminder works in partnership with parents and children to provide healthy lunchboxes using topics to promote understanding. Children have opportunities to grow their own fruit and vegetables learning how to care for them and tasting their own produce.

Children have daily opportunities to be outside and active as the childminder escorts them regularly to the park, toddler groups and local soft play facilities. The childminder completes risk assessments of all venues and takes appropriate equipment to maintain children's well-being. She closely supervises the children on outings. For example, positioning herself appropriately so that she can see all children in the soft play area while they play together as adults are not allowed in this area. The childminder encourages children to keep themselves safe, such as holding hands when they cross the road and wearing wristbands with her mobile phone number displayed in case they get lost.

Children behave well as they are clear on expectations, such as house rules, and engage in familiar routines. The childminder helps children understand their feelings using emotion cards, books and circle time so that they become aware that some actions and words can hurt other's feelings. The childminder works in partnership with parents to

enable consistent practice for example, using sticker charts for potty training.

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 organises a safe and secure environment for children to explore freely. She completes detailed risk assessments of all areas used by the children. She has an appropriate mobile phone use policy ensuring that she only uses it to confirm collection or to text to reassure parents their child has settled. The childminder reduces her ratios so she can supervise and support children on outings effectively. The childminder has good knowledge of the possible signs and symptoms of abuse and the procedure to follow should she have a concern about a child in her care.

Generally, there is good partnership working at all levels. For example, the childminder is working collaboratively with another childminder children attend to complete children's progress check at age two. The childminder has provided parents with children's learning 'pathways' to share with other early years settings. However, she does not always gain sufficient information on children's learning at other settings from the key person to influence her planning to progress children's learning fully. The childminder invites parents to contribute to children's learning, such as providing recipes and food from their culture to support children's understanding of diversity.

The childminder uses self-evaluation well to drive improvement. She has addressed concerns from the last inspection effectively, such as inviting parents to contribute towards their children's learning using 'wow' cards and best practice feedback. The childminder has prioritised her actions, such as introducing new pathway documents to track children's progress more effectively. She has recently completed a dual language story sack to support children learning English as an additional language further. The childminder has identified areas for improvement. For example, she is improving the system to gain information from parents as they start at the setting. The childminder has a positive attitude to improving her knowledge of the Early Years Foundation Stage. She attends regular training and is currently working towards an early years foundation degree. Consequently, children are making good progress in their learning and development as the childminder has good knowledge of the requirements.

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	EY358347
Local authority	Somerset
Inspection number	962201
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	10/03/2011
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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