

Inspection date	20/08/2014
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 knows the children well and plans a broad range of stimulating activities, both adult led and child initiated, to challenge children's learning and development.
- The childminder provides a welcoming environment, which is well equipped with a variety of resources that children can choose from independently.
- Parents are fully involved in children's learning and there is a regular two-way flow of information.
- Children's early communication and language skills are promoted well through the childminder's positive interactions, and the individual attention children receive.

It is not yet outstanding because

- The childminder does not consistently teach children the possible consequences of their actions during some types of indoor play. Therefore, he does not take every opportunity to enhance their awareness of keeping safe.

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 compulsory part 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 children.
- The inspector sampled a range of documentation including learning diaries, policies and procedures.
- The inspector discussed safeguarding and self-evaluation arrangements with the childminder.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2013. He lives with his wife and three children in Highbridge, Somerset. Childminding mainly takes place on the ground floor and a bedroom is used on the first floor to accommodate children's sleep routines. Toilet facilities are available on both floors. Children have access to a rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently, there is 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:

- strengthen children's understanding of keeping safe further, by consistently explaining the possible consequences of their actions.

Inspection judgements

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

The childminder has good understanding of children's interests and how to promote their learning, because he takes time to get to know the children well. He makes regular observations of children's engagement in activities, and uses this information well to assess children's progress and identify their next steps in learning. Parents are consistently involved in children's learning. For example, they provide initial information on children's interests and capabilities so that the childminder can plan initial activities to help children to settle and build on these foundations. The childminder provides a good balance of stimulating activities, both adult led and child initiated, to promote children's progress and to prepare them for their eventual move to school.

Children confidently make choices about their play. For example, they chose to play a game of snakes and ladders, played cooperatively together and took turns to roll the dice. The childminder interacted well to encourage the children to count the spots and move their pieces along the squares. This introduced children to early calculation and promoted their skills well. The childminder used mathematical language well, introducing specific language to the children, such as describing the positions of their pieces and the movements they make.

Children demonstrated good hand-eye coordination as they solved problems to complete a floor puzzle. The childminder's positive interactions helped children to make observations of what they could see and what they needed to look for. Children followed instructions well and the childminder was very good at responding to children's comments. This demonstrated his ability to enhance children's communication and language skills.

Children thrive on the individual attention they receive from the childminder. For example, the childminder planned a targeted activity to help children to match colours of lollies. His effective teaching helped children to recognise, match and name the different colours. Children cuddled close with the childminder to share a magazine. They listened attentively and followed his instructions well to find the ice cream on the page. The childminder supported children's communication skills well, introducing sign language for children to imitate. The childminder praised children for their achievements, which helped to promote their confidence and self-esteem.

Children thoroughly enjoy their outside play. They moved confidently as they explored the environment, such as climbing the steps to descend the slide. Children enjoyed playing catching and throwing games with the childminder. They demonstrated their good physical skills as the childminder challenged their coordination skills with different sized balls.

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

Children are happy and settled in the well-organised, homely environment. There is a good selection of toys and resources, which are of high quality. These are stored at a low level so that children can select them independently and make choices about their play. A language rich environment, such as through picture and word labels on storage boxes, helps children to identify the play equipment. The childminder regularly notes children's interests and rotates resources so that children do not become disinterested. Children form positive relationships with the childminder and are confident to ask for help, for example, to operate an interactive toy. Children behave well as they are clear about the childminder's house rules and expectations.

Children have a good understanding of their own needs. For example, they asked for a banana when they were hungry. Children are familiar with hygienic practices and wash their hands before they sit to eat their snacks. The childminder has a good knowledge of any special dietary requirements and adapts snacks to meet children's individual needs. Parents provide a healthy lunch, which is stored appropriately.

The childminder uses his local environment well to enhance children's experiences and develop their understanding of their community. For example, children enjoy a nature walk to collect sticks to support their interest in a favourite story. They make stick men so that they can tell the story in their own words. Generally, children have good opportunities to learn about safety. For example, the childminder helps them to become aware of road safety and expectations, such as holding hands. The childminder also reminds children of the importance of playing safely, for example, by not throwing a ball in the house. However, he does not consistently expand on his explanations to teach them why this is important. Therefore, he does not use every opportunity to help children further understand the possible consequences of their actions.

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 Early Years Foundation Stage. He keeps all the required documentation and stores this confidentially and securely. He provides a safe and secure environment, which is thoroughly risk assessed in all areas used by the children. He has put appropriate safety measures in place to maintain children's well-being, such as by using a safety gate to prevent children accessing the kitchen unsupervised. The childminder has carefully considered the use of mobile phones and digital cameras in the setting, and works in partnership with parents to promote children's safety. Well-written policies and procedures, which the childminder effectively implements, underpin the good childminding service provided. The childminder has a good knowledge of child protection procedures to enable him to take prompt action should a concern arise about a child in his care.

Children make good progress in their learning and development, because the childminder has good understanding of the requirements of the Early Years Foundation Stage. He monitors children's progress well through effective assessment arrangements. He enables children to access a broad range of experiences, both planned and self initiated, to enhance their developing skills well.

The childminder has established strong partnership working with parents and there is a regular two-way flow of information. The childminder regularly discusses his planning so that parents can add any additional resources or ideas. He regularly shares resources with the parents and any ideas for them to complete at home with their children, to promote their learning further. Parents are actively involved and share information on children's achievements at home, which helps to influence future planning.

The childminder uses self-evaluation appropriately to drive improvement. He has carefully considered aspects of his provision to improve, such as promoting children's understanding of healthy lifestyles by growing their own vegetables. This is to help children learn how to care for them and where they come from. The childminder has a positive attitude to his professional development. He has sought advice from local providers to improve his practice and has accessed relevant training.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY467276
Local authority	Somerset
Inspection number	955472
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
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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