

Inspection date	15/09/2014
Previous inspection date	27/11/2009

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 provides a well-balanced range of activities to meet the individual needs of children.
- Strong partnerships with parents and good processes of information sharing results in the childminder having a thorough understanding of children's needs.
- Children's confidence and self-esteem is well supported through the childminder's consistent use of praise and encouragement.
- The childminder meets the safeguarding and welfare requirements effectively, which helps children feel safe and promotes their well-being.

It is not yet outstanding because

- Children have fewer opportunities to count and use numbers in everyday routines and activities to develop their mathematical skills.
- Although the childminder has an emergency evacuation plan in place, she does not practise it with the children regularly to further 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 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 sampled a range of documentation, including children's learning records, policies and procedures.
- The inspector took into account the views of parents and carers, from written references.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2006. She lives with her husband and three teenage children, in Ilchester, Somerset. All areas of the home are used for childminding purposes, with a lounge, dining room/playroom, kitchen and downstairs cloakroom used as the main accommodation. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, of whom four are in the early years age range. The family has two dogs and two rabbits.

What the setting needs to do to improve further

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

- explore additional ways to use everyday activities to promote children's understanding of number and counting

- strengthen children's understanding of keeping safe further, by practising the fire drill regularly.

Inspection judgements

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

The childminder provides a wide range of activities and experiences which support the children well to make good progress in all areas of their learning and development. She observes the children as they play and uses this information alongside that gathered from parents to plan efficiently for children's next steps and interests.

Children are active learners; they enthusiastically engaged in activities, concentrating well to achieve what they set out to do. This is particularly evident when they used the hosepipe to fill containers with water. They used a variety of buckets and bowls to pour the water from one container to another and watched the effects as they patted the water with their hands. The childminder extended their enjoyment further as she added bubbles to the water and the children added their favourite play characters to hide in the suds. These opportunities help children to develop their understanding of the world and develop their social skills as they share resources and take turns. The childminder introduced words such as full and empty while the children played, however she did not introduce counting or numbers as the children filled one bucket after another with water to develop their mathematical skills further.

Children develop their communication and language skills through interacting with one

another and the childminder. They talked happily with the childminder and confidently made independent choices. They played cooperatively as they took turns to press the buttons to make the lights flash on the toy computer. The childminder gave them lots of praise and encouragement for their good sharing. They responded to the childminder with smiles and laughter. This helps to promote their confidence and self-esteem. The childminder repeated words back to the children, for example when they heard the dog bark in the kitchen and called out his name. She repeated the dog's name, emphasising the initial sound. This helps children to develop their language skills and hear the words spoken correctly. The childminder talked to the children constantly as they played, and used sign language, which helps them understand that the words have meaning. In response to the childminder the children used signing to communicate with her, signing please and thank you. This helps to develop their communication skills. The childminder interacted warmly with the children and provided clear guidance. This supports children to acquire the skills, attitudes and dispositions they require to prepare them for the next stage in their learning and their eventual move on to school.

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

Children are happy and settled in the childminder's care. This is because they have made secure attachments to the childminder, which positively promotes their physical and emotional well-being. Children smile as the childminder praises them for their achievements which effectively builds their confidence and self-esteem. She talks gently to them, using distraction and explanation effectively to help children manage their own feelings appropriately. As a result children learn how to behave and are clear about the house rules and expectations. The childminder encourages children's independence well. There is a wide range of toys and resources, many of which are easily accessible to the children, to support freedom of choice in their play.

The childminder teaches the children about healthy hygiene practices. She is a good role model to the children, as she regularly washes her hands before preparing meals and after changing nappies. Children follow the example she sets and routinely wash their hands before meals and after being outside. Children enjoy healthy snacks provided by the childminder and a healthy lunch provided from home. Children have good opportunities to benefit from fresh air and develop their physical skills. They were able to climb, run and jump on the play equipment in the garden. They moved confidently as they explored their environment and have mastered skills such as climbing the steps to descend the slide.

Children have some good opportunities to learn about safety and how to keep themselves safe. They are learning how to cross the road safely when they go out to the park and the local community. The childminder encourages them to help tidy away the toys and explains why they need to do this. However, although the childminder talks to the older children about the emergency evacuation procedure it is not practised regularly. This means children's understanding of how to keep themselves and others safe is not consistently promoted.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has completed thorough risk assessments on her home and garden. She has also completed risk assessments for the outings that she takes with the children. As a result she provides a safe and secure environment, where children can move about freely and explore. The childminder has a good understanding of child protection issues and is able to identify the signs or symptoms that would cause her a concern and is clear on the reporting procedures to follow to help to keep a child safe.

The childminder has established strong partnerships with parents which effectively contribute to meeting children's individual needs successfully. She regularly shares information with them about their children's achievements, including the required progress check for children aged two years, when relevant. She regularly involves parents in their children's learning, for example she has asked parents to contribute family photographs for the 'all about me' topic she is currently exploring with the children. Parents are very complimentary about the childminder, referring to her as a second mum to their children. They are very happy about the service provided and the progress that children are making. There are good partnerships with other early years settings and with the local primary school. This means that the childminder can fully support children's progress to the next stage in their learning.

The childminder is fully aware of her responsibilities in meeting the learning and development requirements. She completes regular observations of the children engaged in activities and uses her assessments to plan for their next steps in learning. She also monitors the educational programmes well, providing a varied and balanced range of activities in all areas which the children enjoy.

The childminder uses self-evaluation appropriately to drive improvement. She has successfully identified her strengths and areas for further development. As a result she has changed the way in which she plans activities, so that these are more focused on children's interests. This demonstrates that the childminder has a good capacity to improve practice and outcomes for children in the future.

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. 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	EY340156
Local authority	Somerset
Inspection number	834941
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	27/11/2009
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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