

Inspection date	07/10/2014
Previous inspection date	06/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 and her assistants value and respect children's individual needs at all times, which helps all children to feel safe, confident and fully included.
- Activities reflect children's interests and learning needs well, meaning that children are motivated, fully engaged in their play and make good progress.
- Children feel a strong sense of pride and belonging as they see photographs of themselves and their families, as well as their own artwork, on wall displays.
- Successful systems for information sharing mean that all those involved in children's care provide consistent support for their learning and well-being.

It is not yet outstanding because

- The childminder does not provide enough opportunities for children to see their own names, to support them in early mark making.
- Children do not have access to enough equipment outdoors to enhance their understanding of the natural world.

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 activities in the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation and written comments from parents.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2007. She lives with her partner and three children, one of whom is an adult, in the town of Ilminster in Somerset. All areas of the childminder's home are available for minded children, with care mainly provided on the ground floor, where there is access to toilet facilities. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder sometimes works with an assistant. There are currently 30 children on roll; nine of these are in the early years age group.

What the setting needs to do to improve further

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

- provide children with more opportunities to see their own name in written form, to support them when they engage in mark making and labelling their own work
- increase resources available in the outdoor area to support children's understanding of the natural world.

Inspection judgements

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

Children are engaged in a good range of activities that reflect their interests and learning needs well. This means that they are busy, motivated and keen to learn. The childminder and her assistant are fully involved as children play, teaching them new skills and supporting their language development well through their interactions. For example, as children play with the coloured rice, the childminder asks them to recall the method they used to make it. Other children listen with interest as the children involved carefully remember each step of the process. These discussions support children's language skills as they share information and learn to listen to others. The childminder is quick to notice when children need additional support or resources to extend their interest and learning. For example, when children identify that they are pretending to make porridge, she suggests that the dolls might be hungry. This leads to children engaging in role play and using mathematical language as they talk about how many spoons of food their dolls are having and how hot the food is.

Activities are adapted well to interest and challenge children individually. The childminder provides shells and pebbles for the children to use with the rice. The pebbles have numerals painted on them, which leads to a discussion about the ages of the children. 'That's me,' says one of the children, 'I'm three,' says another when they see the numeral

on the pebble, demonstrating their increasing awareness of numbers and value. Children listen with interest to stories read by the childminder and her assistant. They point to the pictures and respond to the childminder's questions about the story, showing their increasing understanding and interest in literature. The childminder provides resources for mark making, such as a clip board in the playhouse. She encourages children to have a go at writing their names on their pictures, but does not provide examples of children's names for them to refer to if they choose. The childminder provides many learning opportunities outdoors in her garden. Most of the time, children can choose to play indoors or out, enabling them to play in a way that suits them. Children sometimes find objects that interest them in the garden, such as leaves or seeds. However, there are no resources available outdoors that enable children to explore these items in more detail, such as magnifying glasses or reference books.

Effective systems for monitoring children's progress and planning for their next steps mean that children are supported in making good progress in all areas of their learning. The childminder makes regular observations and uses these to inform future planning, helping to ensure activities link closely to children's interests and learning needs. The childminder completes summary assessments, including the progress check for two-year-old children, and provides copies for parents to share with other professionals. Parents meet with the childminder regularly to discuss children's progress, which helps to keep them fully involved. The childminder asks parents to contribute to the information she gathers about children's starting points, and continues to seek more information about children's learning at home once children are attending regularly. This helps her to plan well for children's interests and individual learning needs as she considers all aspects of their development.

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

Children form strong bonds with the childminder and her assistants. They are confident and increasingly independent, due to the consistent and caring support they receive. All those working with the children have a very good understanding of children's individual needs and routines, and respect these at all times. This helps children to feel safe, secure and fully included. Children learn to play well together, due to the clear and consistent expectations and boundaries the childminder uses with them. While playing with the crayons, children share the different colours with each other, confirming to each other the importance of sharing and taking turns. The childminder notices this and offers lots of praise and encouragement, making children feel proud of their actions. The childminder supports children in becoming increasingly independent in managing their personal care needs, such as putting on their boots to go outside. This helps to prepare children for the next stage in their learning.

Indoor play spaces are well organised and welcoming, and provide children with access to a broad range of toys and equipment. Low-level shelves and storage boxes with clear labels enable children to select and choose items for themselves. The childminder provides a photograph album, which includes a range of photographs of children's families and friends, helping children to understand about their own lives and the lives of others.

Photographs of children and examples of their creative work are used to decorate areas of the home, giving children a strong sense of belonging and boosting their self-esteem.

Children have space in the home and in the childminder's garden to develop physical skills. The childminder teaches children how to climb up and down the step from the patio to grassed areas, helping them to keep safe as they move about. She supports children's health well and provides them with daily opportunities to play outdoors in the fresh air. They often go on outings to local places of interest such as the beach and adventure parks. The childminder helps children to learn about keeping healthy. When they come indoors for their snack, they all head straight to the bathroom to wash their hands, demonstrating their clear understanding of good hygiene routines. The childminder provides children with healthy snacks and meals throughout the day, which she sensitively adapts to respect children's individual health or cultural needs. She works closely with parents to ensure she is able to respond confidently to any medical needs children may have, thereby helping to keep them healthy. The childminder promotes children's safety and welfare well. She and her assistants provide good levels of supervision for children at all times, which helps to keep them safe. She completes daily checks on the premises, ensuring that appropriate measures are in place to provide a safe environment appropriate for the children attending. Children take part in practising the emergency evacuation procedures, and learn about road safety when they are on outings. This teaches children strategies to keep themselves safe.

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

The childminder has a good awareness and understanding of the Early Years Foundation Stage requirements. She offers regular supervision to her assistants. This helps to ensure they are confident in her practices and procedures to provide consistent support for the children. The childminder and her assistants attend regular training courses to increase and extend their skills. For example, they have attended training on planning and assessment, which means that the systems now in place are comprehensive and ensure all those working with children are clear about their learning needs and how to support these. These systems also enable the childminder to monitor the educational programmes, identify any gaps in children's learning and help to ensure that children receive a good balance of learning opportunities. As well as completing her own self-evaluation, the childminder regularly seeks feedback from children, parents and early years professionals. This helps her identify and address areas for further improvement.

The childminder has a good understanding of child protection and safeguarding procedures. She frequently updates her safeguarding training and demonstrates a confident awareness of possible indicators of abuse and the procedures to follow should she have a concern about a child's welfare. She includes safeguarding as part of her induction procedures for assistants and sources external training for them to attend. This helps to ensure that all those working with the children are able to take prompt action in the event of a concern, to help keep children safe. Parents are clear about the childminder's role and responsibilities, and the role of the assistants. The childminder

shares all her written policies, procedures and information about the Early Years Foundation Stage with parents. She offers parents monthly newsletters that provide them with detailed information about events, activities and other important information to support children's health and well-being. Well-organised and efficient use of documentation, such as an accurate record of children's attendance and visitors' book, helps to support children's ongoing safety and welfare.

Very good partnerships established with parents help to ensure children feel safe and secure, and keep parents fully involved in all aspects of children's care and learning. The childminder works closely with other early years settings children attend, sharing information about children's learning needs and interests. Parents comment that they are very happy with the service the childminder provides and that children love attending. They state they value the excellent information sharing systems, which keep them well informed. The childminder links with other professionals involved in supporting children's care and learning needs, helping them all work closely together to enable each child to reach their full potential.

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	EY346138
Local authority	Somerset
Inspection number	983375
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	30
Name of provider	
Date of previous inspection	06/08/2009
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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