

<b>Inspection date</b>	27/10/2014
Previous inspection date	04/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 establishes strong links with parents, which keeps them well informed and fully involved in children's caring learning.
- The childminder supports children's language development well due to her enthusiastic discussions during their play.
- The childminder provides a safe and welcoming environment for children, helping them to feel secure and settled.
- Children show a keen interest in books. They frequently share stories with the childminder, developing their literacy skills.

#### **It is not yet outstanding because**

- Resources to encourage children to engage in role-play are not always easily accessible.
- The childminder has not established close links with other settings children also attend to ensure that they regularly share detailed information about children's learning to promote consistency.

## 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.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written feedback from parents and the provider's self-evaluation.

## Inspector

Samantha Powis

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband and their two adult children on the outskirts of Yeovil, Somerset. All areas of the childminder's home are available for childminding with care mainly provided on the ground floor, which includes a lounge and kitchen/diner. Rest and toilet facilities are available on the first floor. There is a rear garden available for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, all of whom 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:

- extend links with other settings that children also attend, to increase consistency when supporting their learning
- increase children's access to resources that extend their involvement in role-play.

### Inspection judgements

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

Children settle well and are making good progress in all areas of their learning. The childminder supports children's language development well due to her enthusiastic interaction during their play. For example, as they made their ghosts for Halloween, they talked about the colours they used and the texture of the cotton wool. 'It's soft' they say as they squeeze the material and attach it to their picture using the glue. The childminder's interactions help to teach children skills that prepare them well for the next stage of their learning. For example, the childminder provides a very good selection of books for children to choose from. She sat and read a story with the children, pointing to pictures and introducing children to new vocabulary. She then encouraged the older children to read a familiar story to her. She showed a keen interest in their story as she listened carefully and asked questions. This supports children in their literacy skills as they learn how to use books, preparing them for reading. Children access a wide selection of construction equipment, which they use to design and create models. The children use their imaginations as they pretend to use bricks from the construction equipment to represent food items as they engage in role play. However, they do not have easy access to resources that specifically support this type of play, such as cups, cutlery and play food, to extend their involvement. The childminder and children regularly use numbers during play and everyday routines. When asked the children talked about how old they were,

using their fingers to reflect the correct number. This demonstrates that children are gaining a confident awareness of number order and value. The childminder provides activities that reflect children's interests, and also raise their awareness of the wider world. For example they take part in creative activities relating to Divali and access toys and equipment that reflect differences, helping children to value and respect diversity.

Effective systems for monitoring children's progress, and planning for their next steps, means that children are supported in making good progress in all areas of their learning. Parents receive information about events, routines and the activities children enjoy through daily diaries and discussions with the childminder. The childminder asks parents to contribute to the information she gathers about children's starting points. She shares her written records of children's progress and development with parents and asks for their comments about children's learning at home. The childminder completes summary assessments, including the progress check for two-year-old children, and shares these with parents. This helps them to be fully involved and included in children's learning and encourages them to support children's learning at home.

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

Children are happy and relaxed in the childminder's care. They form good relationships with her due to her caring interactions. The childminder has a very good understanding of children's individual needs and routines and respects these at all times. This continuity helps children to feel safe and secure. The childminder helps children to learn to play well together as she encourages them to share and take turns as they play. She offers lots of praise to the children, such as when they share the books, which builds their confidence and self-esteem. The childminder supports children in becoming increasingly independent in managing their personal care needs. She works closely with parents on areas such as potty training, to enable children to achieve this step successfully.

Children feel welcome as they hang their coats and bags on their own labelled peg in the hallway. Play areas provide children with space to engage in a wide range of activities. For example, children use a ball with a bell in the middle to promote their physical development. They use their eyes, ears and bodies to track the ball and move it about. Children access the childminder's garden for physical play opportunities and they visit local play parks and indoor soft play centres to provide additional challenge. The childminder supports children's health well as she provides them with daily opportunities to play outdoors in the fresh air. The childminder supports children in following good hygiene routines to help them keep themselves fit and healthy. Children always have access to drinking water and are provided with snacks and lunches in line with their dietary needs. The childminder supervises children well at all times. She completes daily checks and adapts precautions to meet individual children's needs. She teaches children about road safety and talks to them about keeping safe at the park. This helps children to learn how to keep themselves safe, teaching them important skills for life.

### **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. The childminder attends regular training courses and seeks support from early years professionals and childminding colleagues. She implements skills gained during training to improve her practice and the outcomes for children. For example, she has introduced a policy regarding monitoring and, where necessary, restricting the use of the internet, mobile phones and cameras to help keep children safe. Since her last inspection she has increased the information gained from, and shared with, parents. This helps to involve them in children's learning and gives the childminder a greater understanding of children's learning needs and how she can support these from the start. This demonstrates her commitment to continuous improvement. The childminder uses her assessments of children's learning and her planning to monitor the provision for children. This means that, overall, educational programmes support all children's needs well.

The childminder has a secure understanding of child protection and safeguarding procedures. She has recently updated 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. This helps to ensure she is able to take prompt action in the event of a concern, to help keep children safe. The childminder shares all her written policies, including those for safeguarding, with parents. Therefore, parents are clear about her role and responsibilities. Well organised and efficient use of documentation such as a 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. The childminder receives information via parents about children's progress when they attend other settings. However, she has not linked closely with these other settings herself. This means that although some information is shared, this is not always sufficiently detailed to help them all work consistently.

**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

<b>Unique reference number</b>	EY310665
<b>Local authority</b>	Somerset
<b>Inspection number</b>	834310
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/02/2009
<b>Telephone number</b>	

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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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