

Inspection date	14/11/2014
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 assistant understand their responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. They provide children with a broad and balanced curriculum through skilled teaching.
- Children learn about leading a healthy lifestyle through their play and during mealtimes, where they learn about the benefits of healthy food.
- The childminder works well in partnership with parents to ensure she meets children's individual care needs.
- The childminder and her assistant have a good understanding of safeguarding and child protection procedures, which helps them to keep children safe.
- There are effective arrangements to reflect on and evaluate the provision. The childminder understands the importance of keeping her knowledge and skills up-to-date to promote positive outcomes for children.

It is not yet outstanding because

- The childminder does not promote opportunities for children to move freely between indoors and outdoors to enhance their decision-making and physical skills further.
- The childminder does not fully promote children's awareness of ethnicity, culture, religion, gender and disability, so they develop a stronger understanding of differences and similarities between people.

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 the childminder and assistant's interactions with the children indoors.
- The inspector discussed the provision with the childminder and assistant at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled paperwork including policies, risk assessments, suitability documents and children's individual learning files.
- The inspector sought the views of parents through written references and comments in children's communication books.

Inspector

Shirelle Norris

Full report

Information about the setting

The childminder registered in 1999. She lives with her husband and two adult children in a three bedroom semi-detached house in Shepton Mallet, Somerset. The childminder uses the ground floor of her home for childminding, which includes a lounge/diner, conservatory and kitchen. Bathroom and sleep facilities are on the first floor. There is an enclosed rear garden for outside play. The family has a dog and two cats, to which the children have supervised access. There are currently eight children on roll in the early years age group. The childminder works with an assistant.

What the setting needs to do to improve further

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

- extend opportunities for children to move freely between indoors and outdoors to further enhance their decision making and physical skills

- develop the range of activities, resources and experiences that promote children's awareness of ethnicity, culture, religion, gender and disability to support their understanding of differences in people and society.

Inspection judgements

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

The childminder and her assistant have a good understanding of the Early Years Foundation Stage and plan activities that extend children's learning. They provide children with effective support, which means they make good progress in their learning and development. They have a good awareness of the ways in which individual children learn best and provide many opportunities for children to explore, investigate and learn through using their imaginations. For example, children immersed themselves in role play, pretending to cook dinner. They identified vegetables and set out meals for each other to pretend to eat. They used their imaginations and interacted well with each other, which enhanced the scenario. The childminder provided children with good support in their language to help them learn the names of vegetables, like cauliflower and aubergine. The children also learnt to share the resources and play alongside each other. The childminder and her assistant follow children's interests and plan achievable tasks; this gives children a sense of accomplishment and boosts their self-esteem and confidence. Consequently, children thoroughly enjoy attending and are active learners. Children learn to make some choices because they can access resources independently, however, they do not always have the chance to decide when to play outside. This restricts the learning opportunities for those children who learn better outside and inhibits their independent choices and

physical play.

The childminder understands how children learn from the experiences and activities she plans. She skilfully supports children through effective teaching, to develop their abilities and extend their good thinking skills. Overall, children use a good range of resources, sensory experiences and play equipment to develop their play ideas. The childminder and her assistant know the children very well because of their clear and careful observations. They highlight next steps in children's learning and plan accordingly, taking into account children's individual needs. Consequently, the childminder provides children with a broad range of stimulating activities, ensuring they make good progress in all areas of learning and promoting readiness for school. For example, at singing time children participate in a group activity and learn to listen as the childminder organises the session. They joined in number songs, which developed their understanding and use of number problems. They were excited about the songs and expressed themselves without inhibition as the adults enthusiastically encouraged them. This helped to develop and build on children's language skills as well. The childminder consistently motivates children and describes what they are doing. She talks about their experiences as they play, which fosters their understanding as they learn to put words to their actions and develop their communication skills. This learning is stimulated when they built with wooden blocks. They counted the number of bricks in their tower and the childminder introduced language for the children to compare size and shape. Children laughed and clapped as their towers tumbled. The childminder and her assistant applauded their efforts, and as a result, children felt a sense of pride. This shows how the childminder and assistant teach the fundamental basics for purposeful mathematical learning and personal, social and emotional development. Overall, these strategies are good preparation for school.

A regular exchange of information helps to keep parents updated on their child's achievements and contributes effectively to continuity of learning at home. Parents provide significant information during the settling in period, which helps the childminder to identify their children's starting points, routines, characters and interests. Initial information collected is thorough. Learning journals detail each child's prior learning, achievements and progress. The childminder carries out developmental progress checks for two-year-old children. She uses a variety of methods to share information with parents so learning can continue at home, for example, learning journals and a verbal exchange about the children's day. The childminder encourages parents to comment in their children's communication books, sharing what they know about their children and achievements from home. This ensures parents are fully aware of their children's progress.

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

The childminder provides a comfortable and welcoming environment, where children are happy and feel secure. She supports children to form secure emotional attachments, and together with her assistant, they provide children with lots of positive attention. Effective settling in procedures help promote children's sense of security, enabling them to get to know the childminder and her family over time. The childminder and her assistant

consistently talk to children in a respectful and gentle manner. This helps children develop positive relationships and social skills, which support their future learning at school.

The childminder provides healthy snacks and teaches children about the health benefits these provide. Snack time is a social occasion, where children sit and take time to enjoy their food and drink. Additionally, the childminder encourages independence skills well, which helps prepare children for school. The childminder works in partnership with parents, finding out about children's daily routines, which she continues so children enjoy consistent experiences. Children wash their hands with support and use their personal flannels to prevent the spread of infection. Children keep themselves safe because the childminder encourages them to take part in safe practices. For example, when walking to school or the park, they use the pelican crossing and learn about road safety. They learn how to use scissors and tools safely with support and encouragement. Children regularly participate in fire drills with the childminder so they know what to do in an emergency. This shows how the childminder is encouraging children to build on their independence skills and keep themselves and others safe.

The childminder provides a stimulating, friendly and mainly well-resourced environment. All resources are stored at a low level to encourage children's engagement and free choices. However, the childminder does not provide a wider range of activities, resources and experiences that reflect positive images of diversity, to develop children's awareness of the similarities and differences they see in themselves and each other.

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

The childminder and her assistant effectively safeguard children through their secure knowledge child protection issues. They are aware of the possible signs of abuse and the procedures to follow should they have any concerns about the children. The childminder shares her safeguarding policy with parents so they understand her role in protecting their children from harm. Risk assessments and daily checks promote children's safety both at home and in the local environment. This helps to minimise potential hazards so children are able to play and explore in a safe and secure environment. Furthermore, effective procedures ensure adults that live in the house have undergone relevant checks to determine their suitability. Policies and procedures underpin the overall good provision. The childminder shares these with parents and updates them with any changes. This means parents are aware of her responsibilities when caring for their children. The childminder ensures she completes all the required documentation appropriately and efficiently. For example, she ensures registration forms contain important personal information about children to enable her to meet their individual care needs and well-being. As a result, the childminder promotes children's welfare to a high standard as they continue to develop and enjoy learning.

Parents receive beneficial information, which provides a summary of the activities their children enjoy. The childminder works well with other providers who deliver the Early Years Foundation Stage, such as the local school. She ensures there is consistency in

children's care and learning by using a daily communication book to provide a two-way flow of information. Parents speak highly about the childminder and links with other settings demonstrate a strong network of support. Parents feel they have 'good communication' and the childminder keeps them well informed about what how and what their children are learning and developing.

The childminder works closely with her assistant. She monitors her effectiveness well and ensures training opportunities are available to extend her skills, for example, safeguarding. The childminder has a good understanding of her responsibilities to meet the learning and development requirements. The childminder and her assistant identify children's next steps in learning and provide a well-balanced range of activities to promote children's good progress in all areas. The childminder regularly meets with other childminders to share information about good practice. She uses self-evaluation well to identify strengths and weaknesses, and areas to develop. For example, the creation of a mud kitchen is in progress to improve learning opportunities for all children outdoors. These processes help the childminder to improve her provision continuously.

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	142242
Local authority	Somerset
Inspection number	841523
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	29/04/2009
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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