

<b>Inspection date</b>	20/11/2014
Previous inspection date	19/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

### **The quality and standards of the early years provision**

#### **This provision requires improvement**

- Children benefit from the positive bonds they form with the caring childminder who has a sound knowledge of their individual needs and interests.
- Children have many opportunities to be creative as they explore the play dough.
- The childminder provides a safe and secure environment and helps children to learn hygienic practices.

#### **It is not yet good because**

- The childminder does not use observation and assessment arrangements consistently to build on what children know. This means that she does not identify children's next steps in learning thoroughly enough so that she can effectively challenge children's development.
- Children cannot always access toys, resources and books independently to support their play.
- The childminder has not fully established systems to gain information from parents and other early years settings to maintain continuity in their care and learning.
- The childminder does not always help children to develop their counting skills and use mathematical language.

## 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.
- The inspector observed the childminder's interactions with children.
- The inspector sampled documentation including learning diaries, policies and procedures.
- The inspector spoke to the childminder throughout the inspection.

## Inspector

Rachael Williams

## Full report

### Information about the setting

The childminder registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter in Bridgwater, Somerset. Childminding mainly takes place on the ground floor of the property. There is a rear garden for outdoor play. The family has two cats. The childminder currently cares for five children in the early years age range. She has an early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the use of observation and assessment to effectively monitor children's progress and identify their next steps for learning in order to plan and provide challenging activities to extend them.

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

- strengthen the partnerships with parents and all early years settings children attend to fully support a continuous approach to meeting each child's needs
- improve access to toys, resources and books to encourage children to make decisions about their play
- encourage children's mathematical knowledge and language further by modelling counting and introducing number names and size.

### Inspection judgements

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

Children engage in a generally broad range of activities that provide a balance across the educational programmes. Children enjoy their time with the childminder and the supportive interactions with her. However, the childminder does not consistently challenge children's development. This is because she does not use her observations of children's engagement in activities productively. For example, in order to identify what they know and to identify their next steps in learning consistently. This is a breach of a statutory

requirement of the Early Years Foundation Stage. In addition, the childminder does not fully involve parents in sharing information on children's learning at home. Likewise, she does not always seek information from all early years settings the children attend to incorporate details into her future planning. Therefore, the childminder is not fully promoting a continuous approach to children's care, learning and development.

Children enjoyed exploring the play dough imaginatively during the inspection. They used tools, such as play syringes and scissors, purposely and competently as they developed their physical skills. The childminder interacted appropriately with the children to progress their learning. For example, she provided a commentary on children's actions as they cut the play dough with scissors and filled their pot to promote their language skills. However, the childminder provided fewer opportunities to help children learn to count, recognise number names and use comparative language. For example, children squeezed, pinched and rolled the dough to create three snails. The childminder questioned the children appropriately and children described the process of how to make the snail. They used specific language to describe the features, such as antennae. The childminder enabled children to explore and test their ideas, such as how to fix the antennae on to their snail. However, she did not challenge children further by encouraging them to compare the sizes of the snails or to count them to reinforce their understanding and use of mathematical language.

The childminder supported children's self-initiated play appropriately. For example, children enjoyed completing a jigsaw together and worked collaboratively taking turns appropriately. The childminder interacted well to encourage children to sort the pieces, looking for the straight edges and using the picture on the box to guide their progress. Children listened well to instructions, such as matching the colours as they linked pieces together. Children solved problems well. For example, when completing the jigsaw children noticed that there was not enough room to complete it. Consequently, they moved beanbags out of the way to create more space.

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

Children develop warm and positive relationships with the childminder. This helps children to feel safe and supported in a homely environment. Generally, the childminder organises space appropriately. However, some toys, resources and books are stored out of children's reach, such as under the stairs or on high units. This prevents children making independent decisions about their play in preparation for their next steps in learning.

Children learn hygienic practices. For example, the childminder reminds children to blow their noses, put the tissue in the bin and to wash their hands. She provides children with clear explanations as to why this is important. Children enjoy the responsibility of cleaning the table before their snack. Children know to wash their hands before they eat their snack and dry them on individual flannels to reduce the spread of germs. Parents provide healthy and nutritious snacks and meals, which the childminder stores appropriately. Children are aware of their own needs, such as visiting the toilet independently and having a drink when they are thirsty. This helps them to develop the skills required as they move

on to school. The childminder helps children learn how to keep themselves safe. For example, she provides clear explanations of the importance of sitting at the table while they are eating so that they do not slip and choke. The childminder reminds children of expectations when they go on walks and visits, such as the importance of holding hands and crossing the road at safe places.

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

The childminder demonstrates an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains required documentation, such as an accurate record of children's attendance. She liaises appropriately with parents to share accident and administered medication forms, and details of children's care in order to maintain their well-being. The childminder provides a safe and secure environment, which is appropriately risk assessed. This includes the procedures to maintain children's welfare when on outings. The childminder has a sound knowledge of child protection procedures and her responsibility to record and report any concerns about a child in her care confidentially. This helps to promote children's welfare appropriately.

Parents are welcomed into the setting. The childminder shares photographs of children's engagement in activities and talks about their achievements. Parents are encouraged to share information about their children, although this is not always successful. The childminder shares some information with other early years settings the children attend. She uses this information to support children's interests, such as providing dinosaurs for children's role play. However, this is not always consistent. Therefore, the childminder does not always have the information she needs to influence her future planning of interesting and challenging activities.

The childminder demonstrates some reflective practice as she evaluates her provision. For example, she has recently made the downstairs toilet facilities more accessible to encourage children's independence. The childminder has made some progress since the last inspection. For example, she has reviewed her policy documentation and updated these in line with the Early Years Foundation Stage. She has recently attended a planning, observation and assessment course to improve her understanding of how to use observation and assessment to progress children's learning. Consequently, she has introduced a new system to monitor children's progress. However, this is not fully utilised to enable the childminder to challenge children fully through effective identification of their next steps in learning. Consequently, children make sound progress overall in their learning and development.

### **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>	EY274216
<b>Local authority</b>	Somerset
<b>Inspection number</b>	833416
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/05/2009
<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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