

<b>Inspection date</b>	13/01/2015
Previous inspection date	19/05/2009

<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 has a very caring, friendly approach that gives children reassurance. They settle happily to play.
- The childminder gets to know children very well through her ongoing liaison with their parents, which helps children feel safe in her care.
- The childminder provides purposeful play experiences which encourage children's interest in learning.
- The childminder forms positive partnerships with parents and keeps them well-informed of their child's activities and learning.

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

- The childminder has not fully established arrangements for sharing information on all aspects of children's care and learning with other providers they attend.
- The childminder does not maximise opportunities to use photographs of significant people, places or events to fully promote children's sense of identity and understanding of how people live.

## 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 in their play and interactions with the childminder.
- The inspector viewed documentation, such as the required records for registration.
- The inspector took into account written comments made by parents.
- The inspector discussed children's stages of development with the childminder.

## Inspector

Mary Daniel

## Full report

### Information about the setting

The childminder registered in 1992. She lives with her husband and adult son in Frome, Somerset. Children have access to the lounge, dining room, kitchen, downstairs bathroom and a bedroom used for sleeping. They have use of an enclosed rear garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, four 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:

- strengthen the arrangements for sharing information with other providers children attend, to fully promote a consistent approach to their care and learning
- make more use of photographs to strengthen children's sense of self and understanding of people and communities.

### Inspection judgements

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

The childminder is experienced and clearly understands children's developmental stages. She uses her observations of their interests to plan related activities that purposefully promote their learning. For example, she recognises the children's fascination in cars and wheels and provides a wide range of vehicles that support this interest. Children became absorbed in their play pushing the cars up and down the ramp of a large toy garage. They carefully fitted the pieces of a colourful road track together and pushed their cars around it. This actively promotes children's hand eye coordination and early spatial awareness. The childminder developed children's vocabulary as she spoke about their play and the curving shape of the track. Children were keen to tell her their ideas and explained their cars go very fast. The childminder then provided children's favourite small world figures and props to further develop their game. Children put the figures in the cars or popped them into the toy post office shop. As a result, children effectively developed their imagination and communication. The childminder clearly knows children's favourite stories and often reads with them. For instance, she read children a rhyming story about a monkey and they listened intently. Children showed they knew the story well as they eagerly joined in with the end words of sentences. For example, as the childminder read about an elephant, children excitedly said, 'The elephant had thick, baggy knees.' This actively promotes children's early reading skills and enjoyment of books.

The childminder provides a variety of meaningful opportunities for children to develop their early writing abilities. She encourages children to use different stencils to print out shapes, such as a blue butterfly. Children show great interest in the marks they make and they become confident to experiment with other stencil shapes. The childminder also gives children brushes to use with water to paint the outside surfaces. In addition, she provides activities, such as using play dough, to build up children's small hand muscles. This actively helps children develop good control in making their marks and shapes.

The childminder makes good use of open questions to reinforce and extend children's learning. As a result, her positive interaction helps children develop skills that promote their future learning. The childminder is aware of the process of completing the progress check for two-year-old children. However, she has not yet had to complete this check. The childminder has an ethos of working closely with parents to promote their child's individual needs according to their wishes. Parents' written comments note the childminder provides a warm, home from home environment. They note the childminder clearly develops their child's emotional, social, intellectual and physical capabilities. She keeps them well informed of their child's activities so they feel fully involved in their learning. Parents also note the childminder gives children loving care, warmth and a family environment. As a result, the childminder forms very positive partnerships with parents, which gives reassurance to their children in her care.

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

The childminder greets each child warmly on arrival, which effectively helps them feel welcome and valued. The childminder gets to know children very well through her continual liaison with their parents. She recognises when children become hungry or thirsty and clearly follows their individual routines. As a result, children respond very positively to the childminder and feel secure in her care. The childminder praises children frequently for their efforts, such as helping to tidy up their toys. She encourages children to share their toys and be kind to others. This actively helps children develop a sense of right and wrong and they behave very well. Consequently, the childminder prepares children well for their move onto pre-school or school.

The childminder provides healthy snacks, such as raisins or fruit, which children enjoy. She also provides opportunities for children to grow fruit and vegetables, such as tomatoes, radishes and strawberries. This contributes to children developing a positive attitude to eating healthily. The childminder often takes children on walks, such as to a nearby play park. Children have fun there using up their energy on the climbing frame and swings. They like playing in the garden and using the ride on toys, such as the big, yellow tractor. This clearly promotes children's physical good health and enjoyment of exercise in different ways. Children are cared for in a comfortable home, where they have sufficient space to move around easily. The childminder provides an inviting range of toys and resources to encourage children's learning and free choice in their play. The childminder clearly values each child's individuality. She talks to them about their family life. However, she does not use photographs of those who are familiar and important to children to further encourage their language. This also reduces the opportunities for children to

discuss the similarities and differences in their lives to help develop their self-identity. The childminder teaches children to take safe risks in their play and to move around safely. She explains why it is important to carry or use toys sensibly and not to throw them. The childminder forms very positive relationships with children, which helps them feel safe and relaxed in her care.

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

The childminder demonstrates a clear understanding of her responsibilities in safeguarding issues. She has attended relevant training and also understands the correct procedures to follow in the event of any concerns. The childminder continually risk assesses her premises in relation to children's developing abilities and needs. She identifies appropriate prevention, such as covering electrical sockets and using stairgates with younger children. This helps to minimise accidents and keep children safe. The childminder maintains required records overall. For example, she clearly records any accidents children have and obtains parents' written acknowledgment against any entries. This promotes continuity for children's care. However, the childminder has not formed a written statement of procedures to be followed in relation to complaints. This is a breach of requirements for both parts of the Childcare Register. However, any impact on children is minimal as the childminder has not received any complaints and understands the procedures to follow. She also verbally informs parents of this process.

The childminder has initiated some systems of sharing information with other providers children attend. However, she has not fully established effective liaison to ensure they are clearly aware of children's achievements and next steps of development. This means she does not always maintain a fully consistent approach to children's care and learning. The childminder is reflective of her practice and continually reviews how children learn through the activities provided. This helps her make improvements. For example, since the last inspection she has improved risk assessment systems, which helps her maintain children's safety. The childminder monitors children's progress through her ongoing observation of their play. She frequently liaises with parents on their child's achievements and shares ideas on their next steps of development. The childminder also works with parents to identify any areas where their child may need further support. This actively helps to promote children's learning and developmental needs.

### **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>	142180
<b>Local authority</b>	Somerset
<b>Inspection number</b>	841519
<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>	7
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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