

Inspection date	15/01/2015
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	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

- Children are settled and content because the childminder provides a caring and nurturing environment, promoting children's emotional development effectively.
- Children make good progress in their learning and development because they enjoy an interesting range of activities that support them in all areas of learning.
- The childminder develops positive partnerships with parents, which contributes to the meeting of children's individual needs.
- Children make good progress in their communication and language skills due to the childminder's positive interaction.

It is not yet outstanding because

- Children have fewer opportunities to use number and counting in everyday routines.

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 and the quality of interaction between the children and the childminder.
- The inspector engaged in discussion with the children and the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's records.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two children in Ilminster, Somerset. All of the downstairs of the home is available for childminding purposes. This includes a living room and kitchen/diner. There are bathroom facilities on the first floor and 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. There are currently three children on roll in the early years age group. The childminder is a qualified primary school teacher.

What the setting needs to do to improve further

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

- enhance children's understanding of number further during activities and discussion, by providing opportunities for them to combine and separate groups of objects, and to use the vocabulary involved in adding and subtracting.

Inspection judgements

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

The childminder provides children with a good range of activities and experiences, which successfully promotes their development in all areas of learning. She works closely with parents to gather information about children's individual needs and interests, which she uses effectively to help them settle. The childminder makes observations of the children, while they are playing, knows them extremely well and makes accurate assessments on their developmental stage. This helps her to identify any gaps in learning, and plan focused and targeted activities to narrow these and plan for next steps.

The childminder interacts warmly with the children and effectively supports them in their chosen activity. She sat on the floor with the children and supported them as they built a marble run. She skilfully introduced counting into the activity to promote children's understanding of mathematics. For example, she asked the children to guess how many marbles they had without counting them. She introduced words, such as taller and smaller as they compared the sizes of the marble run towers. There was some good quality teaching during this activity, however the childminder does not routinely extend children's mathematical learning further. For example, children have too few opportunities to combine two groups of objects and make simple calculations.

Children thoroughly enjoyed role play. They pretended to make cups of tea, used the pretend microwave to bake cakes and skilfully cut the pretend fruit with the plastic knife. The childminder helped the children to explore different boxes to see which one worked

best as a ramp. She introduced words such as steep, as she described why the cardboard box was not suitable. The children used their problem solving skills and raced the cars down the ramp to see which one went the fastest. The childminder encourages the children to think about what else they could make with the cardboard box. They used their imaginations well and suggested that they could make a den. Children are interested and enthusiastic in their play, they enjoy active discussions with the childminder and as a result, they are quickly extending their vocabulary. These experiences help to promote children's future learning skills.

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

Children have developed secure attachments to the childminder because she is warm and caring towards them. This helps them to feel safe, secure and supports their emotional and physical well-being. The childminder knows the children well and provides a good range of toys and activities, which reflect their interests and developmental stage well. She acts as a good role model, providing gentle reminders and support for children to manage their own behaviour. The childminder gives the children lots of praise to acknowledge their achievements and good behaviour. Consequently, children share with others, take turns and behave well. The childminder teaches the children how to keep themselves safe. She uses clear and consistent messages so that they know how to behave when they go out. For example, they are aware that they must wait at the next lamppost on the walk to school. They know how to cross the road safely and stay close to the childminder. The childminder uses a good range of toys, books and planned activities successfully to provide opportunities for children to develop an awareness of the wider world. As a result, children are beginning to identify and respect people's differences.

Children learn about healthy lifestyles. The childminder provides healthy options at snack and mealtimes. Children help to prepare their snack by cutting up their fruit and buttering their crackers. This supports their independence skills. Children have good opportunities for physical play on a daily basis. They enjoy active play in the garden, benefiting from the fresh air and exercise. The childminder teaches the children about the importance of good hygiene and they routinely wash their hands before eating.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She keeps her child protection knowledge up-to-date and is aware of the reporting procedure to follow in the event of any concerns about a child's well-being. She follows robust procedures to ensure that children's safety and well-being has the highest priority. This includes the completion of risk assessments on the home, garden and the outings she takes with the children. All required records and documentation are well maintained and stored confidentially. The childminder reflects on her practice and evaluates her provision well. She has successfully addressed the actions and recommendations raised at the previous inspection. This

includes risk assessing outings and developing a more effective planning and assessment system to help her identify children's next steps.

The childminder has positive partnerships with parents. She encourages good communication and involves them in their child's learning effectively. She achieves this through the sharing of information, including keeping them up to date about their child's progress and achievements. The childminder also liaises with other settings that children attend to ensure a consistent approach. She has secure systems to enable her to monitor the effectiveness of the educational programme and identify any areas for development. The childminder is a qualified teacher and works for Portage, supporting children with additional needs. The childminder comments how this has helped her gain a greater understanding of where children are in their development, and how she can support them. She is clear on the learning and development requirements and is confident in her knowledge of all areas. The childminder observes the children to ensure activities meet individual needs and help them to progress onto the next stage in their learning. This demonstrates that the childminder has a good capacity to maintain continuous improvement.

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	EY393065
Local authority	Somerset
Inspection number	838344
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	13/10/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

