

### Inspection date

Previous inspection date

02/10/2012

Not Applicable

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

**This inspection:**

2

Previous inspection:

Not Applicable

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 very happy, settled and feel secure to eat and sleep well, due to the positive relationships they have formed with the childminder and her assistants.
- Children are making good progress in all areas of development as they are learning through well planned play activities which meet their individual needs and stage of development effectively.
- The childminder is a confident, positive role model to her assistants as she is secure in her knowledge of the Early Years Foundation Stage. She leads by example and with clear direction in order to ensure consistency of care for children.
- Children benefit from positive partnerships between their parents and the childminder. All documentation is professional and informative, parents wishes are respected and they work together to help children establish good health routines.

#### It is not yet outstanding because

- extend the discussions with parents on admission to include details of children's development using guidance such as Development Matters in the Early Years Foundation Stage to identify children's starting points.
- Incorporate into the planning opportunities for children to learn about how to keep themselves safe by participating in fire evacuation drills so they have sufficient opportunities and experiences to interest and involve them in meaningful learning without compromising their safety at any time.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 dining room whilst looking at evidence of safeguarding and welfare documentation, such as children's records, self evaluation, policies and procedures.
- The inspector spoke to a parent at the door and again by telephone.
- The inspector observed activities in the lounge whilst looking at children's assessment records and planning documentation.
- The inspector conducted a tour of the house and garden.
- The inspector observed activities between the dining room and lounge.

## Inspector

Sara Bailey

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and three children aged nine months, eight and six years. They live in North Petherton, Somerset. All of the ground floor of the home is used for childminding. There is a large, enclosed garden for

outside play. The family have two cats, which children have supervised access to. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She also employs two assistants, and is in the process of employing a third, but two of them will job share so there are never more than three people working together. There are currently 17 children on roll, 11 of whom are in the early years age range. The childminder also cares for children over eight years of age. She does not provide overnight care. The childminder has a level 3 Early Years qualification.

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

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

- extend the discussions with parents on admission to include details of children's development using guidance such as Development Matters in the Early Years Foundation Stage to identify children's starting points.
- Incorporate into the planning opportunities for children to learn about how to keep themselves safe by participating in fire evacuation drills so they have sufficient opportunities and experiences to interest and involve them in meaningful learning without compromising their safety at any time.

## **Inspection judgements**

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

The childminder and her assistants provide a warm, friendly learning environment for children. This helps children to settle quickly and make good progress in their learning and development. Children enjoy the free-flow between the two large rooms used for childminding, which offer a variety of different activities. Adults move effectively between the rooms to provide support where needed. They play on the floor with the children, interacting and offering guidance to help children get the best from each toy or activity. For example, when young children self-select their favourite book, adults join them to talk about the pictures and introduce them to new vocabulary, labelling the objects and talking about the shapes and colours providing additional challenge. Children are engrossed in the stories and relish the one-to-one time with adults.

The childminder plans exciting, age appropriate activities to develop the prime areas of learning for the youngest children. Her focus is on the child's personal, social and emotional development so she makes sure children are happy and praises their participation, but equally does not push children to take part until they are ready. The childminder and her assistants are very interactive with the children developing their language at every opportunity. Inside and outside play promote children's physical

development with much consideration given to the layout of the rooms and space for children to explore. For example, babies can safely learn to walk as areas are spacious, climb onto low chairs to play at the table as they choose rather than wait for adults to sit them up for activities. The childminder is very aware that through one activity children learn so much when supported well. For example, painting paper plates to make ladybirds, in line with a theme of mini-beasts introduces young children to the colour red. They learn about shapes and number through the introduction of ladybird spots. Children develop their hand and eye co-ordination and physical skills by using paint brushes. The childminder is skilful at linking a variety of activities, such as a story about an angry ladybird and hunting for ladybirds in the garden, so that children understand about the planned topics through meaningful activities.

Children's learning is observed and recorded onto stickers, which the childminder then transfers into their individual 'learning journeys'. This shows children's progress in the seven areas of learning and is used to identify children's next steps. However, the observations do not start until children are settled and have been attending for a while so their learning journeys do not show children's starting points and initial progress. The childminder does find out about children's likes, dislikes and family life by completing detailed information with the parents when they start. Parents are then kept well informed about activities and learning experiences through a daily diary, photographs and easy access to their child's 'learning journeys'. Parents are encouraged to share what they know about their child's development at home to ensure individual needs are met effectively.

Although there are currently no children on roll with special educational needs or English as an additional language the childminder is knowledgeable about how to meet specific needs. She is aware of the importance of working in partnership and with systems in place, such as the two year old progress check, she feels she would be able to identify any areas for intervention at any early stage.

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

Babies and young children show strong attachment to the childminder and her established assistant. They seek them out for cuddles when they are tired and enjoy tickling sessions and snuggling up for stories. The new assistant is gently introducing herself to children and beginning to take on more intimate care, such as nappy changing and putting children down for their sleep, as children have become used to her. The childminder carefully oversees children's individual needs and is the key person for all of the children. With so many children on roll and strong relationships forming with other consistent adults, the key person role is identified by the childminder as an area to be further improved to support children.

The childminder and her assistants are consistent at praising and encouraging children's achievements. Adults provide high levels of supervision and support so that children are well engaged with activities. However, inappropriate behaviour, such as biting, is dealt with quickly and effectively. Children are encouraged to be independent in their self-care skills with easy access to the adjoining bathroom. They clearly enjoy their routines,

excitedly washing their hands when called to the bathroom before snack and lunch. Babies are assisted with their hygiene with the use of wet wipes to promote good health. Young children are able to help themselves to drinks whenever they are thirsty as they play. Fruit is promoted at snack time and parents are reminded of the settings healthy eating policy as they provide lunch boxes for children. Healthy, nutritious, home-cooked meals are provided by the childminder for tea. These routines help children learn about keeping themselves healthy. Babies and toddlers benefit from sitting together at mealtimes to promote good social occasions and build positive relationships with their friends and the adults. Children are acquiring the skills and attitudes ready for school or the next stage of learning.

Children learn about how to keep themselves safe through discussions and effective daily routines. For example, babies are strapped into highchairs and not left alone, safety gates are used well especially to prevent inquisitive children being able to access the front door area when it is opened to parents arriving or dropping off. Children have not yet participated in a fire evacuation drill to learn about fire safety although the procedure has been discussed with older children. As there are many children attending at any one time and three adults at the setting this is important to ensure the smooth operation in the event of an emergency.

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

The childminder has a very clear understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has robust systems in place for recruitment of her assistants and their induction. For example, she has evidence of their suitability on file and written policies and procedures which she shares with them before they work with the children. She leads by good example, modelling the behaviour she expects from them. She directs them when needed and shares her knowledge to ensure they are all working consistently to meet children's individual needs.

The childminder has carried out an accurate self-evaluation of her practice and identified areas for improvement. She is supporting her assistants to gain their first aid certificates so that they are able to offer additional skills in the event of an accident. The childminder is constantly looking at ways to improve children's learning and development, such as improving resources. For example, she plans to introduce a treasure basket to complement the bright, plastic, battery operated resources she has already. She is very aware of the requirements of the Early Years Foundation Stage and uses the Statutory Framework and Development Matters to assist her in delivery of the requirements and help her to share knowledge with her assistants.

The childminder has positive partnerships with parents. They are kept well informed about every aspect of their child's day in a variety of ways that suit individual families. For example, some parents have requested a hand-over slip with essential details rather than the daily diary so this has been introduced in addition to the daily interaction. The childminder and her assistants work closely with parents on settling children in and

helping them through difficult eating and sleeping routines. The childminder has been proactive at initiating links with other settings children attend, this has initially involved care information but the childminder has identified the need for this two way information to include learning and development to understand how children are progressing in each setting.

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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>	EY441064
<b>Local authority</b>	Somerset
<b>Inspection number</b>	786203
<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>	16
<b>Number of children on roll</b>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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 that are usually their 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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