

Inspection date

Previous inspection date

11/10/2012

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 settled and develop secure attachments to the childminder.
- The childminder supports children's learning through encouraging them to develop a love of books for stories and gaining information.
- The childminder gives safeguarding children the highest priority.
- Children access an enabling environment and are motivated to learn through good planning and accurate assessments of their development.

It is not yet outstanding because

- The childminder does not fully use activities and experiences to extend children's phonic knowledge.
- Children do not always gain an awareness of size, shape and numbers during daily activities and 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
- 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 indoors and in the garden.
- The inspector looked at the children's assessment records and the planning.
- The inspector took account of the childminder's self-evaluation and parents' written feedback.
- The childminder sampled the safeguarding documentation, and policies and procedures.

Inspector

Elaine Douglas

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children aged four and seven years. They live in a house in South Horrington Village on the outskirts of Wells, Somerset, close to shops, parks, schools and public transport links. All areas of the property are used for childminding and toilet facilities are on both floors. There is an enclosed garden for outside play. The childminder is caring for five children under eight years of whom three are in the early years. All attend on a part-time basis. The provision

is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- help children to recognise rhythm in the spoken word
- support children's understanding of size in meaningful, everyday contexts.

Inspection judgements

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

Children make good progress in their learning and development because the childminder has devised good systems to monitor their progress and plan exciting activities. The childminder has a good understanding of how children learn and provides just the right amount of support for them to succeed. For example, she shows an older child how opening their shoe wider enables them to get their foot in easier. She demonstrates how to fill up a watering can by opening and closing the plug on the water tray. One child perseveres repeatedly until they master the technique of putting the container in the right place to catch the water. The childminder tunes in to children's interests and engages them in conversations, which promotes their language and listening skills. For example, when a young child rushes and points to the sky, the childminder watches their gestures and facial expressions and responds by saying the names of the objects clearly.

Children have good access to resources, which motivates them to make choices and initiate their own learning in all areas of development. For example, one child takes a box of sieves and containers to the water tray outdoors. Children enjoy pouring the water from one container to another. However, the childminder sometimes misses the opportunity to extend their understanding of size, such as talking about big and little when a young child tries to fit a ball, then a spade in a container that is too small. Children develop good imagination, pretending they are cooking with the resources. The childminder motivates them to continue with a theme, such as suggesting they get the table and chairs to have a caf.

Children develop a love of books and thoroughly enjoy stories with the childminder. Older children know that they can retrieve information from books and recall stories they have heard. They hold books the correct way up and turn the pages from left to right. The

childminder points to words as she reads them and explains the meaning of unfamiliar words. However, although several of the stories include rhyme the childminder does not point this out to children to support their phonic knowledge.

Older children confidently count and know how many they would have if they added one more. Children begin to recognise numerals because the childminder links them to children's personal significance, such as their age. Children are proud when they succeed because the childminder respects their efforts and ideas. For example, one child looks at the real clock to set the time on the play clock.

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

The childminder builds caring relationships with the children, which promotes their well-being and ensures they feel secure. The childminder provides a good role model so that children learn to value each other's differences. The childminder ensures all children are included and play an active role in the routines. Children are encouraged to learn from each other and to show respect for the environment.

Children play in warm, clean premises where they learn good practices to keep healthy. Older children independently remove their shoes indoors and wash their hands after playing outdoors. They put on a jumper to keep warm and have plenty to drink. Older children comment that the water they are playing with is not good to drink and that they should not eat sand. The childminder works with parents to promote children's awareness of healthy eating. Children make good progress in their physical development because they have daily access to a range of resources and activities both indoors and outdoors. For example, one older child carefully uses scissors and glue to make a collage. A younger child rolls and retrieves balls of different sizes and an older child practises walking on low stilts, closely supervised by the childminder.

Children are confident in the childminder's home, they choose between playing indoors and outdoors and select resources for themselves. The childminder provides security for young children when they feel wary, so they soon gain confidence. When they wake from sleep, she cuddles them until they are happy to go off and explore. The childminder encourages children to recognise when they are making safe or unsafe decisions and how that may affect themselves and others. Children learn about road safety and stranger danger through daily routines and activities. However, children have not been involved in practising the emergency evacuation procedures to extend their understanding of safety. Children are well behaved and older children have been involved in implementing house rules, which include sharing and caring for toys.

Good communication with parents enables the childminder to meet children's individual needs well. For example, she adapts her routines so that young children sleep earlier after a very early start to the day. She recognises signs when a young child becomes tired and rocks them to sleep at the same time as meeting the needs of other children. She is also able to provide consistency in promoting children's development, such as supporting the

youngest child in using a cup instead of a bottle.

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

The childminder has a good awareness of her responsibilities for meeting all the legal requirements. She has devised a system to give her an overview of children's learning and to provide a summary of children's development for parents. The childminder effectively implements her good risk assessments and has a very good understanding of how to safeguard children. She has attended child protection training and has a good awareness of the procedures to follow to protect children's welfare. Through discussions with parents, she has a good awareness of children's medical needs and the requirements for administering any medication. Her extensive policies and procedures are mostly in writing to provide parents with consistent information. The childminder is in the process of extending these in line with the revised requirements of the Early Years Foundation Stage. All required documentation is in place and well organised to safeguard children.

Overall, the childminder effectively carries out self-evaluation to identify ways of making continuous improvements. This includes a parents' questionnaire to gain their feedback, which is all positive. The childminder talks to older children to find out their opinion on activities and uses her observations to evaluate if her provision meets the needs of the youngest children. The childminder has prioritised the need to get involved in local childminding networks to find ways to further improve her practice and have registered emergency backup. She is also seeking local groups for the children to attend to expand their opportunities and experiences further. The childminder plans to develop her outside area to provide better opportunities for children to be involved in gardening and the natural world. To support her in this she has booked herself on to relevant training.

The childminder builds strong partnerships with parents, which means they exchange good information daily by communication books, texts and verbal. The childminder is beginning to establish partnerships with other providers sharing care. She finds out about planning themes at the pre-school so that she can link the children's learning and use for discussions. She regularly meets with key people and liaises between them and the parents to support children's development and care.

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

Unique reference number	EY444932
Local authority	Somerset
Inspection number	796992

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '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 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.

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

