

Inspection date	03/01/2013
Previous inspection date	24/02/2009

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 develop a good vocabulary and communicate effectively as the childminder interacts well with them and promotes positive language skills.
- Children enjoy using exciting dressing-up outfits and props to bring alive their role-play.
- Children benefit from regular outings to indoor play areas, a smallholding, toddler groups and places of interest to develop their learning and promote their social skills.
- Children have their individual needs met well by the childminder, particularly those with dietary requirements.

It is not yet outstanding because

- The childminder does not share extensive information with parents about the revised Statutory Framework for the Early Years Foundation Stage to help them fully understand what their children are learning.

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 checked evidence of suitability and documentation relating to safeguarding and welfare requirements.
- The inspector observed children's activities inside.
- The inspector looked at children's assessment records.
- The inspector took account of the views of parents from letters.
- The inspector looked around the home and garden.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 2004. She lives with her partner and one school age child in Yeovil, Somerset. Childminding mainly takes place on the ground floor, with access to the first floor for the bathroom facilities. There is a fully enclosed rear garden for outside play. The family has a rabbit and gerbils, which children have supervised access to.

The childminder is registered on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register. She currently has four children on roll, three of whom are in the early years age range. She also cares for children over eight years of age. The childminder has a relevant childcare qualification.

What the setting needs to do to improve further

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

- Strengthen partnerships with parents further by sharing more information with them about the revised Statutory Framework for the Early Years Foundation Stage.

Inspection judgements

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

The childminder clearly knows the individual children she cares for, many of whom have attended since they were young babies. She plans well to meet their individual needs and provides them with activities linked to their interests and challenges them effectively. For example, she is aware of children's love of dressing up so she provides exciting clothes and props to bring their role-play alive. She extends children's vocabulary by introducing new words as they pretend to be brides and grooms. She corrects their pronunciation and use of words in a positive way without hampering their self-confidence. As a result of this children have good communication skills and are self-assured. The childminder encourages parents to share their knowledge of their children with her, in order to meet children's individual needs well. Parents are also kept well informed about their children's experiences whilst at the childminder's in order for them to be involved in their learning.

The childminder observes children's development as they play and identifies individual next steps. She uses this information to help them make progress in all seven areas of learning. She completes ongoing assessments on children's development using the Development Matters in the Early Years Foundation Stage guidance and she is preparing to carry out progress checks on two-year-olds. She shares information about children's progress with parents through regular discussion. She knows when to step back and allow children to play with their friends and when to step in to further enhance their learning. For example, when children are discussing a nature programme they have watched, and there is a difference of opinion of which wild animals have eye-lashes, she suggests they will visit the library and use the internet to find out the answer. The childminder balances the needs of the younger and older children well, with extra levels of support as required for the early years children to achieve good results. For example, a mixed age group enjoy making paper aeroplanes during the school holidays but extra help and ideas are given to

the younger children.

The childminder promotes children's awareness of the world around them with exciting countryside visits. She encourages children to develop their social skills by taking them to various toddler groups and they benefit from mixing with different age groups being cared for before and after school and during school holidays. This helps to prepare them for the next stage in their learning.

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

Children are very happy and settled with the childminder. They have positive relationships with her and the other children who attend, making the environment feel relaxed and friendly. The childminder is a positive role model to the children, and in turn the older children are generally positive role models to the younger children. They all know the established routines and are well behaved. For example, when children are told it is snack time they routinely wash their hands. They ask politely how many pieces of fruit they can take and wait patiently for their turn. Children learn how to be healthy through discussions about the fruit and other foods they eat. They are encouraged to drink throughout the day as they play and are tactfully reminded to use the toilet when developing their independence. Children's dietary requirements are carefully followed and the childminder makes sure she buys and prepares food to look the same for all children to promote equality. For example, she provides dairy free chocolate buttons when children are given a treat so as to not exclude any child with food intolerances. Children benefit from regular physical play at indoor play centres and fresh air whilst at local outdoor attractions.

Children learn about safety through regular discussions and reminders. Inappropriate behaviour of older children when on the school run, which could potentially put them at risk is firmly dealt by the childminder in partnership with parents. Children are well supervised in the home and when play becomes boisterous the childminder reminds children of the rules of playing safely on the sofa. The childminder is skilled at distracting the children and offering an alternative when spirits are high, so hiding under a blanket on the sofa is turned into making a den in a tent. Children are involved in packing away other toys to help make room for the new activity. Children who are not so involved in this are encouraged to engage in art or stories to meet their individual needs.

Children enjoy a wide variety of activities and toys, which are exciting and cover all areas of learning for all ages. For example, children enjoy the wide selection of arts and crafts materials such as pens, highlighters, paints and scissors. They have great fun dressing up with flippers, electronic character feet which talk, wigs, shoes and material to make cloaks and animal tails. These develop children's imagination and creativity, develop their confidence and prepare them for school and the next stage of their development.

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

The childminder has a clear understanding of child protection issues and her safeguarding role and responsibility. She has booked on a safeguarding course later this year to update her knowledge further. This shows her drive for continuous improvement. She has ensured new household members have had Criminal Record Bureau checks carried out. She carries out effective risk assessments of the home, garden and outings to help ensure she is focused on promoting children's safety. She takes positive steps to keep children safe when out in the car, including using appropriate seats.

The childminder is able to identify her weaknesses and monitor the effectiveness of the educational programme through her effective self-evaluation systems. She has attended training since her last inspection to improve her knowledge of learning and development, which was a previous recommendation. She has also completed training on the revised Early Years Foundation Stage and implemented it effectively, seeking support of the local authority advisor and other childminders as needed. This shows that she has a good capacity to improve.

The childminder does not currently have any early years children who attend other settings but she is very aware of the importance of working in partnership with other settings and has positive links with the local school and children's centre to promote future partnerships. She works well with parents in order to find out about and meet children's individual needs effectively. However, she does not share extensive information with them about the revised Statutory Framework for the Early Years Foundation Stage to help them fully understand their children's learning. She works closely with families of children with health issues and follows medical guidance closely, such as dietary requirements. She has a good awareness of how to develop this further in order to meet specific individual needs if children were to attend who have special educational needs and/or disabilities or who are learning English as an additional language.

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
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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.
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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	EY289470
Local authority	Somerset
Inspection number	899248
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24/02/2009

Telephone number

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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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