

Inspection date	30/01/2013
Previous inspection date	13/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from receiving good levels of attention from the childminder, which helps them to feel safe and secure.
- Children's communication and language skills are well promoted because the childminder extends their vocabulary and supports them in discussions.
- Children are happy in the care of the childminder who provides them with constant reassurance, which promotes their self-confidence.

It is not yet good because

- The childminder is not yet secure in the revised Early Years Foundation stage to fully support children in their learning and development.
- The childminder misses opportunities to help children fully develop their understanding of the importance of good hygiene practices.
- The organisation of resources does not always promote children's independent choice.

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 playrooms.
- The inspector talked to the childminder about her practice and procedures.
- The inspector looked at children's assessment records, policies and a range of other relevant documentation.
- The inspector took account of written comments provided by parent.

Inspector

Michelle Tuck

Full Report

Information about the setting

The childminder registered in 2007. She works with two other registered childminders and minds from one of her co-childminder's home. The co-childminder's two school aged children live at the property in Taunton, Somerset. They work together at all times, having equal responsibility for the childminding practice. Childminding only takes place on the ground floor. There are bathroom facilities on this level as well as sleeping facilities. There is a fully enclosed rear garden for outside play. The family has a dog and a cat, 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 eight children on roll in the early years age range. She also provides before, after and out-of- school care for older children. The childminder supports children with special educational needs and/or disabilities. She also supports children with English as an additional language

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the Early Years Foundation Stage to support children's progress and plan meaningful experiences for each child; review each child's development to inform the progress check at age two.

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

- support children's health and self-care by helping them understand that good hygiene practices contribute to good health.
- Improve children's accessibility to resources to promote independent choice

Inspection judgements

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

The childminder offers a satisfactory range of experiences and activities to stimulate children's interest, although these do not always challenge them fully or extend their learning. This is because the childminder's knowledge of the Early Years Foundation is limited. The childminder has begun to observe children's progress; however, she is not confident in her knowledge of the seven areas of learning or the progress check at age two. Nevertheless, all children are making at least satisfactory progress in their learning and development.

The childminder interacts warmly with the children and demonstrates that she knows them well, as she engages them in conversations on topics that interest them. For example, she talks to them about the dinosaurs they saw at a visit to the museum. She asks them to name the different dinosaurs encouraging them to speak clearly, repeat words, and link sounds and letters. This supports children's communication and language.

Children are beginning to recognise different shapes and have good control of the paintbrush when painting. They are focusing on things that particularly interest them as they select role-play props and dressing up clothes to act out real and imaginary situations. The childminder becomes involved in children's play, for example, she asks who is going to drive the ambulance, and where it is going. Children tell the childminder they are going to the seaside and talk about what they doing. Most children are confident to help themselves to resources or ask for their choice of play, although the organisation of some of the resources, in sealed boxes and on top of units means that younger children are not always able to make independent choices in their play, which results in them wandering and not being focused. Children speak confidently to each other, the childminder, and her co-childminders, showing developing social skills. This means children's personal, social and emotional development is appropriately supported, promoting children's self-esteem.

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

The childminder works closely with parents and carers to find out about children's individual needs to help them settle quickly. Children enjoy close, emotional attachments with the childminder because she supports them well and is responsive to their needs, such as, when they become tired or when they need to use the bathroom. Children behave in ways that show they feel safe in the care of the childminder; she has a warm and caring nature towards the children, providing them with lots of positive praise. The childminder supports children's understanding of how they should behave. She gives them gentle reminders about what is acceptable and along with her co-childminders provides consistent behaviour boundaries. She encourages children to share and to be aware of other children's wishes to play with the toys as well. This helps children to develop respect for one another and helps them to prepare for the next stage in their learning, such as nursery or school.

Children are introduced to some practices that help them to understand aspects of a healthy lifestyle. They know they must wash their hands before they eat, however some children do not have their faces washed after they have eaten or taken part in messy activities. The childminder also misses opportunities to explain why it is important to keep noses clean. They have regular opportunities for physical exercise and fresh air.

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

The childminder demonstrates a suitable understanding of her responsibility to meet the safeguarding and welfare requirements of the revised Early Years Foundation Stage. Children are appropriately supervised at all times and risk assessments are carried out to help identify any hazards, which have been minimised appropriately. The premises are safe and secure, and the childminder monitors access to the premises by keeping a record of visitors.

The childminder is still developing some areas of her practice. She has not sought training opportunities to improve her limited knowledge of the revised Early Years Foundation Stage learning and development requirements. She is still using outdated guidance and as a result children's progress is not monitored consistently across the seven areas of learning which means that it is difficult to establish an accurate assessment of their levels of achievement. This shows that the monitoring of the educational programme is not entirely robust. The childminder's self-evaluation is not an accurate reflection of the inspection findings. Strengths and weaknesses have not been clearly identified and as a result, there is no clear improvement plan to prioritise areas for development. The childminder has booked onto training to help improve her knowledge of the framework. She has responded to some of the recommendations raised at the previous inspection, but improvement has been limited, as she has not kept up to date with the changes.

The childminder understands the value of working together with others to promote consistency in children's care and learning. She works closely with parents to find out about children individual needs and starting points. In consultation with the parents, reviews are carried out every six weeks to decide on the next focus for each child. The childminder has attempted to form partnerships with other early years settings that children attend in order to provide a consistent approach. Currently, however, information sharing is limited and does not effectively help her to provide consistency of children's care and learning.

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	EY350492
Local authority	Somerset
Inspection number	815349
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13/06/2011
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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