

Inspection date	30/01/2013
Previous inspection date	01/04/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 develop positive English language skills from the childminder's interaction and the effective use of a large puppet.
- Children learn about safety through the childminder's positive practices, routines and discussions.
- Children develop a love of books and stories through the childminder promoting time alone to choose and look at a book, as well as times enjoying stories with her.

It is not yet good because

- The childminder does not have a secure knowledge of the revised Early Years Foundation Stage so she can not share accurate information with parents.
- The childminder does not provide opportunities for children to develop and use their home language in play and learning to support their language development at home.
- The childminder's self-evaluation is not effective at identifying priority areas for further development, including how working with co- childminders impacts on her key children's progress towards their early learning goals

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 children's activities in the playrooms.
- The inspector looked at children's records, a selection of policies and children's assessments.
- The inspector spoke to the childminder.
- The inspector looked at the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents from letters and the settings own questionnaires.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 2003. She lives with her two school aged children in Taunton, Somerset. Two other childminders are registered at this address. 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. 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 nine 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. The childminder has a relevant childcare qualification.

What the setting needs to do to improve further

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

- increase knowledge of the learning and development requirements of the Early Years Foundation Stage to improve planning in line with the seven areas of learning and develop observation and assessment to include the progress check at age two.

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

- improve the system of self-evaluation to identify and prioritise areas for development
- provide opportunities for children to develop and use their home language in play and learning.

Inspection judgements

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

The childminder has a sound knowledge of child development and how children learn. She supports children's learning appropriately to help children acquire the skills and attitudes for school and the next stage of learning. However, her knowledge of some aspects of the revised Early Years Foundation Stage is limited. Some of the learning and development requirements are not effectively implemented. This means the co-childminders she supports and parents are given out-of-date information.

The childminder oversees planning for both of the co-childminders as well as her own, but this does not refer to the seven areas of learning accurately. Each childminder is responsible for identifying their key children's individual needs and adapting the planned

activities to meet these needs. However, because the co-childminder's share the care, learning and development of all the children, key children do not always benefit from her knowledge. Planning does promote cultural awareness as they explore celebrations such as Chinese New Year alongside Christian festivals such as Easter and Christmas. Children with English as an additional language have many opportunities to develop their English language. However, the childminder does not provide opportunities for children to develop and use their home language in play and learning. Children with special educational needs and/or disabilities have their specific needs well understood and met.

The childminder supports children's learning appropriately through positive interaction with the children. She brings discussions alive with the use of a large bear puppet. For example, while she is supervising a painting activity the bear sits on her lap and talks to the children, encouraging the youngest children to talk about what they are doing. The childminder provides a sufficient range of paint colours, brushes and printing tools for children to explore and encourages them to be creative. She involves babies in the painting activities and shows them how to print so they can copy and learn new skills.

Children's starting points, progress and identified next steps are understood by the childminder. She knows each child well from discussions with parents and through observations. Children are making steady progress towards the early learning goals as she knows how to move children's learning forward. However because the childminder is not the only one responsible for implementation of the educational programme the support children receive varies and they are not always suitably challenged in their learning and development. The childminder is beginning to assess the observations she makes of children's play and learning and links these to developmental stages. However, her systems to monitor children's progress do not help her to establish an accurate assessment of children's levels of achievement. She has not carried out any progress checks for children who are aged between two and three years, as required.

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

Children are happy and secure with the childminder and also in the care of the co-childminders, because they are used to seeing the three adults working closely together on a full-time basis. Children's individual care needs are met effectively with clear eating, sleeping and changing routines. Children learn about healthy lifestyles through regular outside play and exercise to develop their physical skills. They learn about positive hygiene through some established routines such as hand washing after using the bathroom and before eating. However, some children do not have their faces cleaned after eating and are not encouraged to wipe their noses. The childminder wears disposable gloves when nappy changing to prevent the risk of cross infection. Healthy eating is generally promoted, especially by fruit snacks provided by the childminder.

Children are well behaved and play well together. They respond positively to praise and encouragement and enjoy being involved in helpful tasks such as packing away toys. This promotes their independence and prepares them for school. The childminder tries different strategies to work through behaviour issues, such as tantrums, working closely with

parents.

Children learn about safety through regular fire drills and rules about how to keep themselves safe in the home. There are sufficient small tables and chairs as well as high-chairs and low-chairs for the large number of children and babies cared for at any one time. Children's sleeping arrangements are agreed with their parents. Children of all ages have a range of toys and activities to cover all seven areas of learning. However, these are not always easily accessible to promote independence. Children are appropriately challenged by the childminder to prepare them for the next stage in their development. For example, the childminder suggests children choose a book from the book-box after lunch to look at on their own. This develops their understanding to follow instructions, a love of books and an ability to be independent learners, without an adult at all times. However, the childminder oversees the running of the whole setting, which takes her away from direct supervision of children more than her co-childminders. At such times the childminder is reliant on the other adults to promote children's care and learning and this sometimes impacts on the quality of support and challenge children receive as they play. A cosy book corner with a child sized sofa makes this area inviting. At other times in the day the childminder reads stories to the children and books are enjoyed as a shared activity. This gives an appropriate balance of adult-led and child-led play.

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

The childminder has a clear understanding of safeguarding issues, her role and responsibility in keeping children safe. Risk assessments of the home and garden are carried out regularly. Decisions such as not to use the outside play area in the extreme wet weather due to the slippery decking are made in order to keep children safe. Visits to the park and walks are carried out instead, which are appropriately risk assessed. The childminder provides hi-visibility jackets to help keep children safe while on outings.

The childminder is aware of her responsibilities in meeting the requirements of the Early Years Foundation Stage but is still in the process of developing these. She has not attended any training on the revised Early Years Foundation Stage so is implementing each part slowly as she develops her understanding of the requirements. She has booked on some courses for the future to improve her understanding of the progress check at age two and about observations but this has not been given priority. The childminder does attend a variety of other training courses to widen her knowledge of other aspects of childcare. She has also booked a first aid course to take place before her current certificate expires. The childminder responded appropriately to the previous recommendations raised at inspection to secure improvement but has not kept up to date with the changes in requirements since. Therefore the self-evaluation and monitoring of the provision is not entirely robust.

Policies relating to the safeguarding and welfare requirements have been updated to reflect changes. Records are generally accurate and are shared with parents, which promotes positive partnerships with parents. Although they have access to their children's

learning and development records these do not clearly show links between progress and all of the areas of learning. The childminder works in partnership with other agencies to support children with special educational needs and/or disabilities. She has attempted to form partnerships with other settings children attend to further improve how children's individual needs are met. To date only limited information takes place between the childminder and the other settings. The childminder provides a supportive role to the co-childminders she works with. Therefore her lack of knowledge of some aspects of the Early Years Foundation Stage has impacted on the leadership and management of the 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

Unique reference number	EY272976
Local authority	Somerset
Inspection number	833396
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	01/04/2009
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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