

## Inspection date

Previous inspection date

04/02/2013

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

- The childminder is highly supportive of young children. She has a gentle, caring and very sensitive approach that helps children to settle, feel valued and have high levels of confidence.
- Young children have a strong bond with the childminder. Her constant presence and interaction greatly reassures them.
- A highly positive environment provides young children with many opportunities to explore and access a wide range of interesting activities.
- Young children receive positive support to develop their communication and language skills through the use of books, singing familiar songs and constant talking and discussion from the childminder.

### It is not yet outstanding because

- Young children do not always have opportunities to explore independently and follow some of their own ideas and choices.

## 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 two main downstairs areas and garden.
- The inspector spoke with the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's self-evaluation document, written policies and procedures and the children's records.
- The inspector took into account the written feedback from parents.

## Inspector

Janet Armstrong

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and preschool-aged child in Yeovil, Somerset. All areas of the home are used for childminding purposes, with a living room, dining/play room, kitchen/diner and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two early years aged children on roll, both of whom attend

on a part time basis.

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

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

- allow children more independent play opportunities to build their own ideas, concepts and skills, in order to enhance their critical and creative thinking.

### **Inspection judgements**

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

The childminder uses beneficial systems to help her promote positive outcomes for children. Planning and assessment systems work well to ensure she is well informed about children's starting points and learning needs through detailed information gained from parents. Her observations clearly show what children are learning and the progress they are making through the Early Years Foundation Stage. Her on-line assessment systems mean that parents are able to access their child's learning journal at times convenient and suitable to them. A tracker form helps her to monitor children's overall progress and ensure there are no gaps in specific areas of their learning. These systems give her a clear understanding of where children are at in their learning so that she can plan for and provide focused activities targeted at their key next steps. This helps children to make good progress in their learning and be ready for the next stage of their development. The childminder is aware of the need to complete to the two-year progress check when the need arises.

The childminder ensures young children have independent access to a wide range of suitable resources based on their interests and stage of development. She is always at their side, and provides them with high levels of support and positive interaction, allowing them the time and space to initiate their own play. However, she does not always step back to allow them the space and time to build on and follow their own ideas, so that they have opportunities to think things through and problem-solve through trial and error.

Young children are every confident and active in their learning. They move around the childminder's home independently accessing resources and toys that interest them. The childminder is on hand to watch their exploration and then extend the learning opportunities by showing them how things works and what they can do. For example, a young child finds a magnetic wipe board. They show interest as they make marks across the board. The childminder shows them how to make marks using the stamps. A young

child finds the treasure basket. As they take each item out, the childminder encourages them to feel, stroke, tap, and shake the items to explore what they can do. The child finds a small light and is fascinated as the childminder shows them how to turn it on and off. The childminder promotes young children's emerging communication and language well. She uses constant description, discussion and explanation in the activities and routines they follow. She introduces young children to new words, and repeats them often to reinforce the word and show its meaning. For example, the feel of the soft brush on their skin, and the coldness of some metal objects. Young children enjoy singing, and often sing to themselves as they play. The childminder supports this through praise and singing herself. Children enjoy books and independently access those that they are interested in. They understand that the pictures give them information and the childminder encourages this by reading regularly to them.

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

The childminder provides a positive and enabling learning environment that is warm, welcoming and child-orientated. The lay-out of her home and resources means that children are able to move around confidently and independently selecting toys that they are interested in. Children have a positive attitude to their play and learning. They are very happy, settled and highly confident in the childminder's care. They show high levels of engagement and motivation, with some opportunities to build on their own ideas and think things through. Young children settle quickly at the start of their day. They leave their parents with confidence under the warm welcome from the childminder and immediately engage in activities of interest. They have a strong bond with the childminder, whom they rely on for cuddles and support in their play. They are greatly reassured by the childminder's constant presence and reassurance. The childminder's gentle, caring and sensitive approach and interaction means that children are confident learners. The childminder is a positive role model and sets a good example of kindness and consideration to young children. She provides children with consistent boundaries for safe and positive play to promote friendships with others. She ensures young children gain an awareness of the diverse world they live in, and learn to show respect and acceptance of the differences they see.

Young children have a positive introduction to leading healthy lifestyles and being safe in their play. The childminder ensures children eat meals that are balanced, nutritious and good for them. She works closely with parents to ensure they work with her so that children have consistent messages about healthy foods. Children enjoy opportunities to be physically active each day. They visit local places of interest and enjoy opportunities to use the back garden where they use a range of different equipment to build control and coordination of their bodies as they move. Indoors, a young child uses their feet to propel themselves on a ride-on toy, enjoying the challenge and achievement. Young children learn about potential hazards as they play. They learn that some things may be hot, to follow house rules and be kind to the family cat. This helps them to adapt their behaviour and be safe as they explore and move around the childminder's home.

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

The childminder has a secure understanding of the learning and development, and welfare requirements of the Early Years Foundation Stage. She uses positive methods to help her identify her strengths and areas to develop to bring about positive changes to her practices. For example, following reflection of how children use her home and toys, she regularly changes the set-up of toys and what is on offer. This stimulates children's interests in what they play with, and to try out new toys that are not familiar to them. Her on-line assessment systems benefit parents who are now able to securely view their child's learning journal at times that are convenient to them. Regular training helps keep her knowledge up to date to further improve her practices, for example, food hygiene and child protection. The childminder prioritises children's safety to ensure they are able to explore freely and safely. Effective risk assessment systems enable her to monitor and take appropriate action to reduce potential risk to children. She is clear on the correct child protection procedures to follow should she have concern about a child in her care.

The childminder works very closely with parents to ensure children are happy and secure and parents are confident to leave their children. Detailed and comprehensive policies and procedures inform parents about the practices the childminder follows to promote positive outcomes for their children. Effective systems of information sharing means that both parties are well informed about daily routines, and care and learning needs. Parents report that they value the professionalism of the childminder who ensures their children make strong progress. These positive systems mean that parents and children enjoy a smooth transition between their home and that of the childminder.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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>	EY451478
<b>Local authority</b>	Somerset
<b>Inspection number</b>	881869
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable

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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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