

<b>Inspection date</b>	21/02/2013
Previous inspection date	18/06/2010

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### **The quality and standards of the early years provision**

#### **This provision is good**

- Children form secure emotional attachments to the childminder. They are happy and content, demonstrating high levels of self-esteem and that they are confident that their needs will be met.
- The childminder's interactions with children are very good, and she focuses very well on developing their communication skills. As a result children are confident and keen to express themselves.
- Strong relationships with parents and good processes of information sharing results in the childminder having a thorough understanding of children's needs.
- Children make good progress relative to their starting points. This is because they benefit from consistently effective support from the childminder.

#### **It is not yet outstanding because**

- Children do not have regular opportunities to practice the childminder's emergency evacuation procedures in order to gain sufficient understanding of how to act safely in the event of a fire.
- The childminder does not have an effective process in place to ensure a two-way flow of information with other providers about children's progress in learning, where children attend more than one setting.

## 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 and the childminder's interactions with children.
- The inspector had discussions with the childminder and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, and planning and assessment records.

## Inspector

Julie Neal

## Full Report

### Information about the setting

The childminder registered in 2006. She lives with her husband and two children in Wells, Somerset. The whole of the ground floor is used for childminding. There is a room available on the first floor for a sleeping child. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is currently minding six children, five of whom are in the early years age range.

## What the setting needs to do to improve further

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

- practise the emergency evacuation procedures regularly with the children so that all children have first-hand experience of taking part, in order to develop their understanding of how to act in a safe and appropriate manner
- improve the arrangements for sharing information relating to children's progress in learning with other providers of the Early Years Foundation Stage, where children attend more than one setting.

## Inspection judgements

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

Children are happy and enthusiastic learners who are keen to engage in activities and explore resources. They benefit from consistently good quality interactions with the childminder that stimulate and challenge them well. As a result, children make good progress in all areas of learning relative to their starting points. For example, children are talkative and communicate confidently because the childminder asks well focused questions that encourage children to discuss their thoughts and ideas. Children are encouraged to express themselves in their own way. The childminder supports them well by using repetition and rhyming games to develop their confidence with new words and sounds. The childminder uses her thorough knowledge of children's interests to plan activities, across all areas of learning, that build on what they know. For example, children are currently fascinated by houses being built nearby and enjoy being taken to the site to watch the builders at work. The childminder responds well to children's questions to extend their knowledge, for example, explaining why builders wear hard hats and high visibility jackets. The learning environment and resources are well organised to continue the link to the building theme. Pictures and stories about builders are used effectively to prompt children to recall and describe what they have seen. A variety of building materials and resources such as toy cranes and diggers quickly engage children as they build their own houses. Before they begin, children put on 'builders' hats'. When asked why, they give simple explanations about 'things falling on their heads', demonstrating their understanding of earlier discussions with the childminder about safety. Children use their problem solving skills well as they transport materials in trucks and diggers, such as identifying which vehicles can carry bigger bricks. The childminder encourages children to think about the size and shapes of the buildings they construct and to describe what they want to make. Children enthusiastically compare their structures to see who has the

biggest and eagerly see how high they can build before their buildings topple over.

The childminder demonstrates a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Good settling in processes enable the childminder to gather a range of information from parents about children's needs, abilities, interests, likes and dislikes. This helps her to establish children's starting points in order to monitor each child's progress in relation to these. The childminder makes good use of her observations to assess children's current stages of development and to identify how they can be challenged to move on in their learning. As a result, children are working in the developmental stages expected for their ages and are developing the skills needed to take the next steps in learning, including the transition to school.

The childminder encourages parents to be involved in their children's learning. She makes effective use of her daily discussions with parents to talk about children's progress, and how learning can be supported at home, and to ask them to share their own observations of their children's achievements. The childminder keeps learning journals to help monitor children's progress in each area of learning and parents are encouraged to contribute to these. Some children also attend other providers of the Early Years Foundation Stage, such as pre-schools or nurseries. The childminder develops friendly relationships with staff in these settings, and when collecting children has brief discussions about the child's day. These conversations include some information about key achievements while at the other setting. However, there is no system in place to promote an ongoing two-way flow of information between the childminder and the other providers in order to promote consistency in setting learning objectives for the children.

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

Children's emotional wellbeing is supported very well. They develop strong attachments to the childminder and have warm, affectionate relationships with her. For example, very young children enjoy cuddles and comfort when they are becoming tired. Children of all ages spontaneously hug her with pleasure when they complete chosen tasks, such as finishing a difficult puzzle. Children demonstrate high levels of self-esteem and interact confidently with each other and the childminder. For example, children take great delight in creeping up on the childminder together to jump on her and tickle her. The childminder enters into the spirit of the game well, pretending to be shocked and surprised, and children are very pleased with themselves.

Children are well behaved and learn to treat each other with respect because the childminder is a good role model. She makes very effective use of her knowledge of each child to intervene appropriately where she feels children may need to be reminded of what is expected of them. For example, reminding a young child that another has waited patiently for a turn with a particular toy, to which the child responds 'we share' and passes the toy over. She gives good explanations to children to help them understand that actions have consequences. For example, children understand to be aware of each other during energetic activities because they know 'bumps can hurt'. Children enjoy a good

variety of activities indoors and outside that promote their physical development. They climb, balance, and ride scooters confidently and with good levels of coordination and control. Children enjoy moving their bodies to music and engaging in action rhymes. For instance, young children play 'pat-a-cake' with the childminder and keep up well as they clap their hands to hers faster and faster.

The childminder promotes a healthy lifestyle with children. She works with parents to support children's dietary needs as they grow and develop. For example, children learn to feed themselves independently and learn to use appropriate cutlery. Children understand the importance of good hygiene practices. For instance, they dispose of tissues in the bin without being prompted and independently clean their hands before and after meals. The childminder works closely with parents to develop a consistent approach when supporting children to manage personal care, such as learning to use the toilet.

Overall, children learn how to keep themselves safe. Everyday routines such as walking to the shops and to school are used effectively to develop children's understanding of road safety and safe crossing places. However, although the childminder has evacuation procedures to follow in the event of an emergency in the home, these are not regularly practised with the children. As a result, children are not learning how to conduct themselves safely should there be a fire or any other reason to leave in an emergency.

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

The childminder demonstrates a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a thorough understanding of how to safeguard children, and her implementation of health and safety procedures helps to protect children from harm. The childminder keeps written policies and procedures to support her in safeguarding children. These are shared with parents so they understand the childminder has a duty to act if she is concerned about children's wellbeing. Risk assessments are good and take account of the ages and abilities of children when assessing potential hazards and how to minimise these. For example, the childminder considers how older children can be provided with opportunities to use resources that are not suitable for babies and very young children.

The childminder monitors the effectiveness of the learning and development programme well. As a result children enjoy a wide range of learning experiences that focus effectively on promoting individual development, and so they make consistently good progress. The childminder evaluates her practice effectively. For example, she has recently changed her processes for recording her observations of children's learning to make it easier for parents to see the progress their child makes over time. Overall, the childminder reflects well on what more she can do to support children's learning and development. For example, her action plans include using simple sign language to further support children's developing communication skills. This shows she has insight into where improvements can be made to her practice. The childminder develops good relationships with parents, which contribute to children's needs being consistently met. Parents are well informed about the

childminder's practice, and the requirements of the Early Years Foundation Stage, as part of the settling in process.

### 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

<b>Unique reference number</b>	EY345000
<b>Local authority</b>	Somerset
<b>Inspection number</b>	815285
<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>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2010
<b>Telephone number</b>	

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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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