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| Inspection date | 25/02/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---------------------|
| | Previous inspection: | 2 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

- Children are settled and content with the childminder who provides a caring and nurturing environment and respects their individual routines.
- The childminder uses effective systems to monitor, assess and plan for children's learning and development.
- Children's communication is fostered well. The childminder's positive interaction and regular use of rhymes successfully encourages babies' early conversations.
- The childminder has a good understanding of how to promote the health and safety of the children in her care. She supervises babies closely to make sure they are kept safe as they explore their surroundings.

It is not yet outstanding because

- Babies and younger aged children have fewer opportunities to explore creative activities.
- Strategies to engage other early years providers in children's learning and development have not yet been fully established.

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 talked with children and the childminder and observed practice during the inspection.
- The inspector viewed documents, relating to the Early Years Foundation Stage, provided by the childminder including children's assessments.
- Parents were not interviewed as part of the inspection, but the inspector viewed letters written by parents.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 2011. She lives with her husband and four children in Wells, Somerset. All areas of the home are used for childminding. Children have access to the enclosed back garden for outside play activities. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and offers care to older children. She currently has seven children on roll, of these, two are in the early years age group.

What the setting needs to do to improve further

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

- provide more opportunities for babies and young children to investigate and enjoy a wide range of sensory experiences, for example, by allowing them to explore the feel of paint
- strengthen the systems used to support and engage others involved in children's learning and development to promote a shared approach.

Inspection judgements

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

The childminder has a good knowledge of child development and is clear how to promote children's active learning. She uses her skills well to provide children with fun and interesting play activities. As a result, young children enjoy playing and exploring in an environment that stimulates their interests. The childminder completes ongoing observational assessments to help her monitor children's progress and achievements. She uses these effectively to tailor future play activities that include both child-initiated and adult-led play experiences. For example, children are able to follow their interests and the childminder skilfully adapts activities and offer additional resources to help foster their imagination. This encourages children to develop their own ideas. Consequently, children are making good progress in their learning and development in relation to their starting points.

Children are developing good skills for the future. Babies show curiosity as they look around their surroundings and explore the various toys and play equipment close-by. They have space to move freely and bottom shuffle, and confidently lean forward to pick up various objects. For example, babies reach out to pick up the shaker and smile as they hear the sound it creates. This successfully promotes their physical development. The childminder interacts positively with children, playing and talking with babies to stimulate early conversations. Babies enjoy looking at books with the childminder and feeling the various textures of the animals. They have fun as they join in with the actions rhymes, such as row, row, row your boat. The childminder encourages playfulness with the babies as she tickles their tummies and plays a game of peek-a-boo. Babies smile happily and giggle in response. The childminder uses counting and number regularly through the daily routines to help raise children's understanding of mathematics. She introduces simple games to encourage babies to lift the cups and see the objects hidden underneath. The

childminder provides opportunities for most children to take part in sensory play experiences, such as paint, playdough, sand and water play. However, she does not always offer these activities to babies to allow them to use their senses and investigate the feel of the different textures.

Children are gaining an understanding of growth and nature through planned activities, such as planting fruit and vegetables with the childminder. They help to dig the soil, plant seeds, and water the fruit and vegetables to help them grow. This helps children to learn about where their food comes from.

The childminder works closely in partnership with parents. Before an arrangement begins, she visits children in their own home and gains information from parents about children's individual needs. This enables her to follow the children's routines so they feel comfortable and settle well. A 'home-link' book is used successfully by the childminder to exchange information with parents on a daily basis. Parents also use the book to share information, which contributes towards providing continuity for children. Parents comment how the 'home-link' book enables them to see what their children have been doing during the day. The childminder provides support and guidance to parents about their children's ongoing development and personal care routines. This keeps parents well informed about their children's care, well-being and development and promotes consistency for the children.

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

Children are happy, settled and secure. The childminder's effective care practices help children feel emotionally secure and support their physical health well. She provides regular cuddles and soothes babies if they become upset, which helps them form secure attachments. Parents provide photographs of family members and the childminder talks with babies about the special people in their life. The childminder responds quickly to children's needs and follows their routines consistently. For example, she recognises when babies are getting tired and organises their bottle of milk before settling them down for their morning sleep. This successfully supports children's personal, social and emotional development.

The childminder continually risk assesses her home to make sure that children can move around freely and safely in their play. Written daily checks and risk assessments for any outings help the childminder to successfully identify and minimise risks to children. She provides specific equipment, such as a curved cushion, so that babies still learning to sit up are safe if they roll forward or back. Babies are reassured as they explore their surroundings as the childminder stays close-by providing good levels of supervision. For example, she makes sure there is plenty of free space so babies can safely shuffle around as they begin to move and crawl. Children are helped to keep themselves safe when on outings as the childminder teaches them about road safety. They learn the importance to stop, look and listen, to help them understand to check when it is safe to cross the road. The childminder provides children with clear boundaries so they understand what behaviour is acceptable, such as not to throw toys. She provides a good role model for children helping them learn to be kind and helpful towards each other. The childminder

promotes the good health of children. She liaises closely with parents to support children's individual medical and dietary needs, making sure she follows any specific procedures. If children require any medication, the childminder obtains written parental consent and keeps a detailed log. This contributes towards keeping children healthy.

The childminder organises her home effectively to support the needs of children, offering a place for children to feel 'at home' and a place to learn. Some resources are easily accessible at child-height and the childminder sets out a variety of toys for babies in the play space. This enables children to make some independent choices about their play activities. Children get fresh air and exercise through use of the childminder's garden and regular walks around their local community. They go to feed the ducks, and enjoy trips to the local park where they have use of larger play equipment. This widens their play experiences and helps to promote their physical development.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is clear of her responsibility to provide a safe and secure environment for children. Policies and procedures are in place and shared with parents, so they are informed of her practices. Records and documentation are well maintained and stored confidentially. The childminder supports children's safety and well-being effectively. She has a secure knowledge of safeguarding issues and the procedures to follow if she has a concern about children in her care.

The childminder is clear of her responsibilities in meeting the learning and development requirements. She uses her knowledge and skills well to support children's ongoing development. Assessment arrangements are effective in enabling her to monitor and plan for children's progress. The childminder reflects on her childminding provision and regularly reviews the play activities to ensure they are engaging children's interests. This helps her to identify areas for further improvement. She continues to adapt the provision to follow children's developing needs, such as introducing new experiences and challenges for children. The childminder links with her local authority early years advisor for advice and support. She attends relevant training courses to keep updated of any changes to the Early Years Foundation Stage requirements.

The childminder's good relationship with parents means that she is able to meet children's individual needs well. However, she has not yet established effective links with other early years providers who also care for children, to enhance continuity for children's learning and development. The childminder completes written contracts with parents so they receive clear information about her business arrangements. She talks with parents about the Early Years Foundation Stage requirements, and gains their permission to take photographs and complete observations to monitor children's progress. This helps parents to understand the childminder's practices and responsibilities.

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 | EY425378 |
| Local authority | Somerset |
| Inspection number | 754882 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 7 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| 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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