

Inspection date	21/02/2013
Previous inspection date	23/12/2008

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's personal, social and emotional development is supported well. They develop a strong bond with the childminder, which helps them feel settled and secure.
- The childminder regularly shares information with parents to keep them sufficiently informed about their children's care and well-being.
- The childminder has assessed the risks to her premises well and has minimised these so children are able to move around the areas freely and safely.

It is not yet good because

- The childminder is still developing her knowledge of the learning and development requirements. This impacts on the provision of activities and learning experiences as they are not always geared to children's ages and abilities.
- The childminder is less secure in her knowledge of some aspects of safeguarding.
- The childminder does not make the most of opportunities to introduce children to mathematics through play activities and everyday routines, or to use her garden to support children's learning.

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 interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to Early Years Foundation Stage provided by the childminder, including children's assessment records.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 1989. She lives with her partner in the city of Wells, Somerset. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The family has three cats. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for 10 children all on a part-time basis, only one of the children is in the early years age group.

What the setting needs to do to improve further

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

- develop a secure knowledge of the learning and development requirements of the Early Years Foundation Stage, to help plan challenging activities that support children effectively in the next stages of their learning and development, and that are tailored to their individual age and stage of development.

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

- develop the play and learning opportunities for children by incorporating mathematical language through the play activities and everyday routines, and by making greater use of the outdoor play area
- increase knowledge and understanding of safeguarding issues and procedures.

Inspection judgements

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

The childminder has a developing understanding of the Early Years Foundation Stage Framework learning and development requirements. She has recently begun to complete children's 'personal pathways,' and these are still evolving and continuing to be developed. This includes carrying out some observational assessments to help her monitor their progress. Children are provided with a reasonable variety of play and learning opportunities that generally cover all seven areas of learning. The childminder gets involved in children's play, offering appropriate support to help children make satisfactory progress in their learning and development. However, she does not always make the most of the opportunities to extend children's learning. At times, activities do not take account of children's ages and stages of development. For example, young children are expected to recognise numbers up to ten when completing a puzzle, which they are unable to do as it is too difficult. This impacts on how well children are able to achieve in their learning.

Children are gaining appropriate skills for the future. They show growing independence as they select toys from the toy boxes and make choices about their play. Children use their imagination through their play, such as pretending to feed the baby with the bottle. Children's communication is suitably promoted as the childminder talks with children to encourage conversation. Young children enjoy cuddling up on her knee to look at books. They point to the pictures and help to turn the pages. This helps to foster children's

listening skills. The childminder offers sensitive support as children try to fix and build with the construction blocks. However, she does not make the most of using mathematical language to extend children's learning, such as counting the numbers of bricks. Children learn how things work as they press the various buttons on the programmable toys and hear the animal sounds. They have access to a satisfactory range of creative play opportunities and experiences, including, painting, playdough and drawing activities. The childminder regularly takes children to activity sessions at the local Children's centre. They also visit other childminders and children, which widens their play experiences and allows children to socialise.

The childminder works in partnership with parents. She gains details of each child's individual needs from parents at the beginning of a childminding arrangement. This is through informal discussion, and parents completing an 'All about Me' form. She uses the information to help children settle, such as reading their favourite stories. Daily diaries are used effectively by the childminder to inform parents about children's routines during the day, for example their sleep times and nappy changes. This keeps parents suitably informed about their children's care and well-being. Parents comment positively of how they receive a detailed account of their children's day in the daily book.

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

The childminder follows appropriate care practices to support children's health and well-being. She knows children's individual routines and recognises when they are getting ready for their morning sleep, providing their special 'comforter' so they settle well. Children benefit from the childminder's warm and caring manner. This helps them to feel secure and they develop a secure bond with the childminder.

The childminder completes risk assessments and daily checks for all areas of her home and for any outings. This helps her to identify and minimise potential risks to children. Appropriate safety equipment is in place, such as the use of a baby monitor to enable her to hear the younger children when they are sleeping on the first floor. Children cooperate well when helping to tidy away the toys and the childminder offers regular praise, saying 'well-done' and clapping hands. This helps to build children's confidence and self-esteem. She talks with the children to help them understand the importance of using good manners and to be kind to each other. Children are familiar with the routines to maintain their own personal care. The younger children hold their hands out as they know that they need to be wiped before eating their snack. The childminder liaises with parents about their preference on the provision of meals. She gains information about any specific dietary requirements so these can be followed.

Children have access to a reasonable range of toys and equipment, with some easily accessible from the low storage units. This helps to encourage children to make some independent choices about their play. The childminder rotates the resources in the storage boxes to provide children with a varied selection. Children have access to the childminder's garden at certain times, but this is generally only in the warmer weather. Therefore, the childminder does not make the most of her garden to promote outdoor learning and

children's all-round development. She takes children on trips to the local parks where they can experience using different play equipment. This suitably supports children's physical development.

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

The childminder has a satisfactory understanding of the safeguarding and welfare requirements. She has policies and procedures in place to support her childminding provision, which are available for parents to view. The childminder formulates written contracts with parents and reviews them on a regular basis. This keeps parents sufficiently informed about her practices and business arrangements. All required records and documentation are in place and used appropriately to support children's welfare. The childminder is aware of her responsibilities around safeguarding children. However, she is less clear about some aspects, such as identifying possible indicators of safeguarding issues.

The childminder recognises that she needs to develop her knowledge of the learning and development requirements further. She shows a positive attitude to the development of her childminding provision and has recently started a Diploma in Childcare at Home. The childminder has appropriately addressed the actions and recommendations raised at her last inspection. She now maintains a record of any medication administered to children and completes a written risk assessment for each outing. She has established links with other agencies and implemented suitable assessment arrangements to help her monitor children's progress. The childminder regularly links with her local authority early years advisor for advice and guidance. This has helped her to reflect on ways she can improve her childminding service. The childminder works in partnership with parents to help provide continuity for children's care and development. She liaises with other early years providers and external agencies when required, to help support individual children's specific needs.

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	142287
Local authority	Somerset
Inspection number	814023
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	23/12/2008
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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