

## Inspection date

Previous inspection date

08/03/2013

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

- Children settle in well and develop warm and trusting attachments with the childminder.
- Children are cared for in a very safe and secure environment. They learn about keeping themselves safe very effectively.
- The childminder provides resources and equipment to meet every child's needs and ensures all children are fully included.
- Children use their imagination well in play.

### It is not yet outstanding because

- The childminder does not actively encouraged all parents to contribute information about what their child does at home, to support her in planning effectively for children's learning and development.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 quality of the childminder's interaction with the children.
- The inspector observed the childminder's management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

## Inspector

Bridget Copson

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and their two children in Yeovil, Somerset. The whole of the ground floor of the house is used for childminding including the sitting room, conservatory with dining area, kitchen and bathroom. There is a garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has three children in the early years age group on roll.

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

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

- encourage all parents to contribute information about what their child does at home to support planning for children's learning and development.

## Inspection judgements

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

Children are making good progress in their learning. Parents provide information about their child's interests, needs and routines from the start, which the childminder uses to settle children in. The childminder carries out observations of the children to monitor their progress and plan their next steps of learning. The childminder keeps parents well-informed by giving them quarterly progress plans about their children. Parents add their own comments. However, parents are not actively encouraged to contribute information about what their child does at home to support the childminder to plan activities that will move children on in their learning.

The childminder plans a balance of free play time and organised activities linked to children's interests. She skilfully extends activities to help children make good progress. She interacts with the children with interest and enthusiasm, providing support and encouragement. She asks the children questions to make them think and to extend their play. As a result, children are happy and active learners.

Children are developing positive attitudes. They behave well and are learning to become kind and considerate young people. They develop friendships with one another and enjoy chasing and hugging friends in their play. Children explore freely and confidently and express clear interests in certain activities. Children are developing good skills to prepare them for the next stage in their learning. The childminder promotes children's communication skills effectively. She uses sign language, picture flash cards and takes the

children to 'Talking Tots' play sessions each week. As a result, children's communication skills are improving in relation to their starting points.

Children use their imaginations well and join in lots of make-believe play. For example, they set out and serve food and drinks on a 'picnic' in the conservatory and dress up and gallop around the house on hobby horses. The childminder joins in with the children's activities to keep them interested and to include other aspects of learning. For example, the childminder encourages the children to count cups and play foods to promote their mathematical development.

Children are making good progress in their physical development. They ride on wheeled toys indoors, negotiating obstacles safely to avoid collision. They also run freely in the garden where the childminder provides many activities to encourage children to develop their skills, for example, the trampoline and slide and digging, sand and water play. Children develop a good sense of self and their local community. They see positive reflections of themselves in the childminder's home, for example, displays of their work and family photographs. Children go for walks locally and attend play and social events each week. The childminder uses many of these activities to support children's understanding of how to keep safe.

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

Children are supported well to settle into the childminder's care. The childminder works closely with parents to meet children's needs consistently and she provides accurate feedback each day regarding the children's wellbeing and routines. The childminder also visits children at their home. As a result, they develop very warm and trusting relationships with her.

Children benefit from a very clean home, which is organised and adapted to meet their individual needs. As a result, every child is able to join in safely in all activities indoors and outside. Children choose from a broad range of toys and exciting activities, for themselves, and move around freely and with confidence. This encourages them to develop their independence as they explore their surroundings.

The childminder promotes children's healthy lifestyles very effectively. Children enjoy lots of outdoor and active play which promotes their physical development well. They join in valuable activities to help them recognise and manage potential hazards to keep themselves safe. For example, children practise the Children's Traffic Club road safety guidance and enjoy stories and activities linked to the programme. Children enjoy healthy meals and snacks to ensure they are well-nourished. The childminder supports children very well in developing positive attitudes and good social skills. She provides clear and consistent messages and continuous encouragement and praise. As a result children are very confident and show high levels of self-esteem.

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

**provision**

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of the correct safeguarding procedures to follow in the event of any concerns about a child. She knows the procedures to follow and which authority to contact. The childminder implements clear policies and procedures, conducts risk assessments and keeps a record of all visitors. This helps to further promote children's welfare and safety.

The childminder demonstrates a good commitment to maintaining continuous improvements to the quality of her provision. She has made several improvements since registering. For example, she has attended many training courses, has adapted areas of her home and extended the range of play provision. She has started to complete an Ofsted self-evaluation form which identifies improvements which will enhance the quality of care and learning for the children. This supports her in meeting children's care and learning needs well.

The childminder has established successful partnerships with parents. She provides parents with comprehensive information regarding all aspects of her provision. She keeps parents informed through displays, daily discussion, home diaries and newsletters. Parents' views are valued and sought through discussion and some comments they make on their child's progress plan. Parents complete questionnaires in which they state their children are 'very happy and settled' and 'learning so many new things'. The childminder has formed links with the other early years settings children also attend. This helps to promote consistency of children's care and learning.

**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 action. 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>	EY453509
<b>Local authority</b>	Somerset
<b>Inspection number</b>	887691
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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, which are usually the childminder's 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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