

Inspection date	27/03/2013
Previous inspection date	01/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 secure and interested as they access a broad range of activities both inside and outside.
- Children form strong relationships with the childminder. As a result, they are happy and motivated to confidently explore and play.
- Young children's developing awareness of appropriate boundaries and behaviour expectations is promoted through sensitive strategies.
- The childminder promotes the health and safety of the children very well and has a good understanding of her responsibilities for safeguarding children.

It is not yet outstanding because

- the childminder does not share sufficient information with parents about how to support children's learning at home.

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 the interaction of the childminder with the children as they played.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Marie Thompson

Full Report

Information about the setting

The childminder was registered in 2009. She lives with her husband, and one school aged child in Yeovil, Somerset. All areas of the ground floor of the home are used for childminding and children can sleep in a bedroom. There is an enclosed rear garden for outside play. The family has pet fish in tanks in the lounge and dining room.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll, of whom five children are in the early years age.

What the setting needs to do to improve further

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

- develop partnership working further, by providing parents with information to enable them to support their children's learning at home.

Inspection judgements

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

Children take part in a variety of fun and interesting indoor and outside activities that motivate them and sustain their interest. There is a good balance of adult-led and child-initiated activities offered and this means that children can explore independently and make their own discoveries. The childminder stays close by to intervene and extend children's learning as opportunities arise. For example, she builds on children's knowledge of colour through painting or craft activities, while providing opportunities for them to develop early mark-making skills.

Children's early mathematical skills are developing well as the childminder uses everyday events to encourage children to count and recognise numbers. The childminder knows that children learn best through being active. For example, they weigh the items and count the cakes when participating in cooking sessions. The childminder sensitively supports children's play. She knows when to intervene and when to sit back and let children take their own lead, which allows them to discover at their own pace. For example, having set up the dark tent with a range of fluorescent lights, torches and flashing objects, the childminder steps back to allow the children to explore and

experiment with the resources. Children observe many positive images of diversity through books, dressing-up costumes and small world people. To celebrate Chinese New Year the children made snakes and a huge dragon, which they walked under while playing musical instruments. Children enjoy physical challenges in the well planned outdoor area. They have opportunities to bounce on the hopper or trampoline, play in the playhouse or climb and slide on the apparatus. Children explore the garden looking for bugs. The childminder uses spontaneous opportunities to develop children's learning, such as a plane flying over or the dustbin lorry coming to collect the rubbish. The childminder uses a butterfly kit to help children learn about the life cycle of a butterfly. Children watch with interest as the caterpillar changes into a chrysalis and then into a butterfly before they watch it fly away in the garden.

The childminder makes effective use of amenities for young children in the local area, such as the children's centre, soft play areas and community groups. Children effectively learn about the wider society in which they live and learn good social skills, such as sharing and behaving well.

Children are making good progress in their learning and development and are acquiring the skills, attitudes and dispositions they need to be ready for their next stage of learning. Through ongoing assessment, the childminder effectively identifies children's next steps and monitors their progress to ensure that they are reaching expected levels of development. She includes written observations in children's individual 'learning pathway' folders showing the progress children are making. Secure systems for parents to review children's progress regularly, and for them to contribute to their child's 'learning pathways', are established and effective. This promotes continuity in children's learning. However, the childminder does not always provide information and ideas for parents to help them support their child's learning at home.

The childminder models language well to develop babies' and toddlers' communication and language skills and their ability to express themselves. She chats with them while they enjoy activities, encouraging their responses. The childminder supports children's literacy skills well. She spends quality time with young children enjoying books and simple stories, using puppets or soft toys to enhance the story and children's involvement. Children choose to look at books independently, from the selection in the cosy book corner, and handle books carefully. As a result children are becoming well equipped with the skills they will need in future life.

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

Children are settled, secure and at ease in this homely environment. Young children develop strong attachments to the childminder and other children in the setting. The children approach the childminder readily and with affection, which is very much reciprocated. Children behave well as they are valued and treated with kindness and respect. The childminder encourages the children to use their comfort objects from home

and works with parents to follow familiar routines and practices. Children benefit from these consistent routines as they help them settle quickly and feel secure. The childminder is attentive to children's needs, which fosters their emotional and physical well-being.

The children's artwork is displayed on the walls, promoting a sense of belonging and raising children's self-esteem. The childminder uses everyday opportunities to teach children how to keep themselves safe, such as learning about road safety on the walk to and from school. Children's behaviour is good and managed positively, with plenty of praise. They learn the boundaries that are in place to protect them, from a young age. Children respond well to the childminder's clear guidance and reassurance and are becoming increasingly confident and self-assured.

The childminder's home and garden are well organised and welcoming. The dining room and lounge are set up so children can independently access a wide range of toys and activities. Further resources are available and children are able to ask for these. The childminder rotates the selection of toys frequently to provide a continually stimulating and challenging learning environment for all children.

The childminder has a good knowledge and understanding of healthy eating. Either the parents or the childminder provides the children's snacks and meals depending on parental preference. The childminder provides an additional range of healthy snacks to support children's daily diet. Children freely access drinks to keep their energy levels up and to stop them from feeling thirsty. Resources for play, such as posters and reference books, are available to support children further in their understanding of healthy choices. Children learn good social skills, independence and table manners in readiness for school.

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

The childminder has a good understanding of all requirements of the Early Years Foundation Stage. Robust procedures are in place to safeguard children. These are effective in ensuring high priority is given to promoting children's welfare. The childminder has attended recent safeguarding training to keep her knowledge of protecting children up to date. She has a good understanding of the action she must take, should she have concerns about a child, and contact numbers and procedures are readily available. She makes sure all of the required documentation, used to promote children's safety and well-being, is in place and is well organised. The childminder completes rigorous risk assessments indoors, outdoors and on outings, minimising any potential risks to children.

The childminder has a realistic view of her provision and strives to provide good quality standards of care. She has informally self-evaluated her practice and identified some strengths and areas for further development. The childminder has addressed the points raised during her previous inspection visit and, as a result, has a range of policies and procedures to ensure she meets the statutory requirements. The childminder shows a

strong commitment to further training to support her ongoing development. She has attended several short training courses to develop her knowledge. The childminder seeks the views of parents and children to use in her self-evaluation and to make changes as necessary.

The childminder builds good partnerships with parents. She talks with parents each day and sends daily texts or emails detailing children's care needs, the activities they have enjoyed and the progress they are making. Parents are encouraged to provide information about their child which helps the childminder ensure continuity between the child's home and the setting. Written policies are shared with all parents, which gives them a further insight into how their child's care is organised. The childminder uses questionnaires to gather parents' views. Parents state that they find the childminder approachable, friendly and supportive, which helps them feel confident about her provision. The childminder develops links with the other providers of the Early Years Foundation Stage who also care for the children. This ensures a coordinated service for all children across the provisions.

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
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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

Unique reference number	EY397385
Local authority	Somerset
Inspection number	845770
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	01/02/2010
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, 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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