

Inspection date

08/05/2013

Previous inspection date

02/10/2008

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

- The childminder works closely with her co-childminder and assistant to consistently meet the requirements of the Early Years Foundation Stage. Together, they effectively evaluate their practice and service to improve outcomes for children.
- Children enjoy a wealth of experiences in an enriching learning environment.
- The committed childminder supports children and their families well particularly in times of changes.
- The childminder develops strong relationships with other early years providers the children attend to promote continuity in children's care, learning and development.

It is not yet outstanding because

- The childminder does not always consistently communicate with all parents in order to share information about their children's achievements at home to further support future planning.

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 completed an inspection of the co-childminder on the same day.
- The inspector made observations of the childminder's interactions and children at play in the playroom and outside.
- The inspector talked with the childminder, children and parents at convenient times during the inspection.
- The inspector viewed a sample of documents including children's personal pathways.
- The inspector shared feedback throughout the inspection and gave formal feedback at the end of the inspection.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2006. She lives with her partner and two children in Merriott, Somerset. She works with her co-childminder and assistant. All areas of the house are used for childminding purposes. There is an enclosed garden and orchard for outdoor play. The family has cats, chickens and rabbits.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Currently, the childminder has 43 children attending on a part-time basis, of which, 25 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:

- develop communication with all parents to encourage them to share information their children's home achievements in order to support planning of suitable experiences for children further.

Inspection judgements

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

The childminder has good understanding of how to promote children's learning and development through a balance of planned activities and child-initiated play. Children develop good communication skills. For example, the childminder encourages children to talk about what they are building with the construction bricks and to make comparisons with their own experiences, such as their tree house at home. Children are confident to start again when structures do not turn out as they expected and comment 'I need to start again to do it properly'. The childminder includes all children. For example, she provides younger children with wooden blocks so that they can build towers for themselves. Children carefully place blocks on top of each other and show an interest in the pictures. The childminder describes the pictures to the children and introduces new vocabulary for children to repeat. Parents value the childminder's input and comment on their children's 'great improvement in both speech and confidence'.

Children have many opportunities to be physically active. They thoroughly enjoy playing on the ride-on tractors and work together to solve problems, such as how to move the tractors on the grass as peddling is too hard. Children take turns and play cooperatively. The childminder helps children to learn new skills, such as using the pedals to move rather than their feet. Children pay close attention to babies who may be crawling across the

path and adjust their speed appropriately showing an awareness of others and their safety.

The childminder provides a rich variety of activities to stimulate children's progress in all areas of learning. She plans interesting activities according to children's current motivations and learning priorities. She makes ongoing observations of children's engagement in activities and successfully links these to the areas of learning to identify children's next steps in learning. The system for assessing children's progress at two years old is effective in identifying children's strengths and possible areas for development. Generally, parents are actively involved in their children's learning and development. For example, they complete an 'all about me' form to provide the childminder with useful information on their child's starting points. Some parents continue to provide the childminder with information on their children's learning at home however, this is not consistent. This somewhat limits continuity in children's learning between the setting and home. The childminder works closely with the pre-school to enable children to feel confident as they move to the new provider. For example, the childminder has developed a photograph album to share with children so that they are secure on who will be looking after them and become familiar with the environment and new routines. This supports children effectively as they start the next stage in their learning.

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

Children benefit greatly from the strong attachments they form with the childminder. They are happy and settled in a homely environment. The childminder has carefully considered the organisation of the play space and the outdoor area. Therefore, the childminder provides children with an enriching environment to play and learn. There is an abundant range of good quality toys and resources stored in low-level units so that children can access them independently. As well as the well-equipped orchard children's learning is enhanced through regular visits within the local environment, such as to a local smallholding where children are able to feed a range of farm animals. Consequently, children are encouraged to observe their community and learn to value and respect differences.

Children gain confidence in their independent skills in readiness for their future learning. For example, children choose their own drinks when they are thirsty as the childminder makes these easily available. Children are able to make decisions for themselves, such as whether to play inside or outside, and these are well supported by the childminder. The childminder is a good role model and therefore children develop good social and communication skills through her skilful support.

The childminder provides a nurturing environment and attends relevant training to support children's emotional development, such as 'attachment' training. This has provided the childminder with the skills to identify children's anxiety and to involve them in physical activities in order to relieve stress levels. Children behave well and happily share their activities with each other. The childminder monitors children's behaviour well using an incident book to record any concerns to share with parents. She works closely with

parents to enable consistency in strategies used between the childminder and home.

Children learn good hygiene routines, which the childminder consistently practices throughout the day. For example, after collecting the eggs, the childminder explains the importance of washing their hands and they all do this together. The childminder uses photographs well to support children's understanding of the process of effective handwashing. This supports children well in becoming independent in their self-care skills. Children enjoy healthy home-cooked meals, such as cottage pie, which they help to prepare. The childminder has a good understanding of children's special dietary requirements and adapts the menu to accommodate children's individual needs. Mealtimes are a sociable occasion and children are polite and respectful.

Children are becoming more aware of their own safety. For example, the childminder regularly discusses the emergency evacuation procedure with the children and they are all involved in regular fire drills. Children listen carefully to instructions and are aware of boundaries, which keep them safe. For example, they are aware that they need to stay back until the childminder has switched the electric fence off when they are in the orchard.

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

The childminder, co-childminder and assistant work closely together to provide a safe and secure environment for children to explore independently. The childminder has completed comprehensive risk assessments of all areas used by the children, including the orchard and any outings the children participate in. The childminder has an accurate understanding of the safeguarding and welfare requirements, which underpin the good childminding service provided. She has good understanding of child protection issues to safeguard children. She ensures that her assistant is suitable to work directly with children and carries out appropriate checks, which she reviews at regular supervision meetings.

Partnerships with the local pre-school are strong. Information is regularly shared about children's welfare and learning priorities. This enables the childminder to support children consistently. The childminder has established positive relationships with parents. In particular, relationships are strong and supportive in times of change. Parents comment favourably on the 'practical advice and emotional support' they are given. The childminder keeps parents well informed of their children's achievements and learning priorities through the use of a communication diary. Children are actively involved in completing the diary and tell the childminder what they have enjoyed and what they would like to play with on their next visit.

The childminder plans interesting activities across the areas of learning and she closely monitors these through tracking sheets so that children have a broad and balanced range of experiences. Planning and assessment arrangements are effective. Consequently, children make good progress in their learning and development and the childminder makes sure she continues to identify and meet children's learning needs across all areas.

The childminder uses a variety of tools to evaluate the service she provides. She has good understanding of the strengths and weaknesses of the provision, such as identifying the need to use displays productively to celebrate children's achievements. She has a clear action plan for improvement and uses the local authority early years adviser well to monitor the provision. The childminder has good understanding of her training needs to support her own professional development, for example, the childminder is currently completing her early years level 3 training.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY333235
Local authority	Somerset
Inspection number	843952
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	37
Name of provider	
Date of previous inspection	02/10/2008
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, 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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