

Inspection date	02/05/2013
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		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 are happy and relate well to the childminder. She follows their individual routines during the day so they feel comfortable and secure.
- Strong partnerships are established with parents, which helps provide continuity for children's care, learning and development.
- The childminder uses observations and assessment systems effectively to monitor children's progress. The information helps her plan for children's future learning.

It is not yet good because

- Written parental consent is not obtained to administer non-prescription medicines. This is a legal requirement.
- Daily routines are not always followed through effectively to help promote children's good hygiene and health, such as during nappy changing procedures.
- Books are not easily accessible for children to spontaneously select indoors and outdoors, to enrich their independent 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
- 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 indoors and outdoors, and interaction between the childminder and the 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 assessments.
- The inspector viewed the systems used to review and evaluate the childminder's provision.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 1999. She lives with her husband and two children in a house on the outskirts of Yeovil, in Somerset. The ground floor is the main accommodation for childminding purposes. This comprises a living/dining room, dedicated play room, kitchen and toilet. Rest facilities are organised on the ground floor. Children have access to an enclosed back garden for outside play. The family has a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has six children on roll, of these, four children are in the early years age range. All children attend on a part time basis. The childminder holds the National Nursery Examination Board (NNEB) qualification.

What the setting needs to do to improve further

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

- obtain written permission from children's parents and/or carers to administer a particular medicine.

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

- review practices to support children's hygiene and health, with particular regard to nappy changing procedures
- provide greater opportunities for children to choose and use books spontaneously to further promote independent learning.

Inspection judgements

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

The childminder has a secure understanding of the children's individual needs and abilities. She obtains information about each child's stage of development from the start, through talking with parents and details recorded on their 'All about me' forms. This helps her to plan for their future learning. The childminder completes regular observations of children in their play and records this in their individual progress records. She uses this information to assess, monitor and plan for children's progress. As a result, children are making good progress in their learning and development in relation to their starting points. The childminder has yet to implement the progress check for children aged two

years, but through discussion demonstrates she is clear of her responsibility. Planning of activities is flexible and generally follows specific topics, such as transport. Children enjoy playing and exploring through a wide range of interesting play activities and experiences.

Children are developing good skills for the future. They show growing independence as they move around their environment, helping themselves to a drink when they become thirsty. The childminder promotes children's communication well. She talks with them during the activities and skilfully asks questions to develop children's thinking. As children explore the effects of cornflour and water mixed together to make 'gloop', the childminder introduces words, such as 'soft' and 'slimy' to help build on their vocabulary. She extends the activity further to encourage children to make marks with their brushes and fingers. She encourages them to draw and sound out the first letter of their names, which promotes their early writing skills well. Children develop an understanding of size, shape and pattern through the various play activities. The childminder provides a range of puzzles for varying levels of abilities to encourage children to move onto the next stage in their learning. Children have access to a variety of sensory play experiences. They enjoy manipulating the play dough and show good control as they use the tools to roll it out and create different shapes. The wide range of outdoor play activities and experiences help children to develop new skills. They have fun as they join in the ball game, and the childminder offers lots of praise when the children manage to kick the ball. The childminder takes children on regular outings around their community. This includes local walks to explore their environment, visits to parent and toddler groups, and trips to the soft play centre. This helps to widen their play experiences and allows them to develop their social skills.

The childminder works closely in partnership with parents. She organises settling-in periods for children with their parents over several weeks. This enables her to support children through the changes and help them to settle. Parents receive regular information about their children's care, welfare and development. This is through effective use of a daily diary and informal discussion at handover times. Parents view their children's progress records and the childminder talks with them about ways they can support their children's learning at home. Parents comment positively about the childminder's provision and feel 'very well informed' about their children's welfare.

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

The childminder interacts with children in a warm and friendly manner. She follows their individual routines during the day so they feel comfortable, which helps children to feel settled and secure. Children develop a trusting relationship with the childminder. She offers reassurance to children when they get a little upset as others pretend to be 'monsters' in their game, explaining calmly that 'it is a friendly monster'. The childminder makes sure that all children are included in the activities. For example, when making the 'gloop' children have their own cup of water and brush so they can all help to mix the cornflour and water.

The childminder has a clear behaviour policy in place, which she shares with parents. She

works alongside parents on any behaviour issues so that children receive suitable support and consistency. Parents praise the childminder for her 'firm but fair approach when dealing with situations'. The childminder uses appropriate behaviour management strategies both in the home and when on outings. She talks with children to help them understand that they need to share and take turns during a game of football, making sure all children can join in. The childminder provides suitable levels of supervision during the daily routines and activities. She helps children learn to play safely reminding them to take care as they travel down the path on their sit-and-ride trucks. The childminder completes risk assessments for all areas of her home and for any outings. This helps her to identify and minimise potential risks to children. Children cooperate well when helping to tidy away the toys and the childminder offers praise, saying 'well done'. This helps to build children's confidence and self-esteem.

Overall, the childminder supports children's health. Children are familiar with the routines of using wipes to clean their hands before eating their snacks. They benefit from the provision of healthy snacks and children are able to choose which fruit they would like. Children have access to drinks throughout the day preventing them from becoming thirsty. However, at times, the childminder's practices do not always fully promote children's good hygiene and health, in particular, during nappy changing procedures. The childminder keeps appropriate records of any medication she gives to children, which parents sign. However, she does not obtain written consent from parents prior to administering non-prescription medication. This is requirement of both the Early Years Register and the Childcare Register. However, the childminder does gain verbal consent from parents before administering any medication to children, which reduces the impact on children.

Children have access to a varied range of clean, age appropriate resources. These are generally easily accessible in labelled storage boxes in a dedicated playroom. This means that children can follow their interests and make some choices about their play. However, books are less accessible as they are stored in a heavy box and not easy for young children to pull out, limiting opportunities for children to independently access books. Children have daily outdoor play activities through use of the childminder's garden or by going on outings. This aids their enjoyment and makes sure that they get regular fresh air and exercise.

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

The childminder has a sound understanding of the safeguarding and welfare requirements. She has policies and procedures in place, which are shared with parents so they are clear of her childminding practices. This includes a safeguarding and complaints policy. The childminder has recently attended a safeguarding training course to update her knowledge. As a result, she is clear about child protection issues and the procedures to follow if she has a concern about a child in her care. Overall, she uses the required documentation to help her support children's safety and well-being. However, the required medication records are not complete. This is requirement of both the Early Years Register and the Childcare Register.

The childminder has a secure understanding of the learning and development requirements. She has uses her knowledge well to support children's ongoing development through the play activities. Newly updated assessment arrangements have been introduced to help the childminder monitor children's progress under all areas of learning. The childminder has implemented appropriate systems to help her reflect on her childminding provision and consider areas for improvement. For example, she has identified that she needs to resource more multi-cultural toys to help raise children's awareness of diversity. The childminder regularly meets up with other childminders to share practice and ideas.

The childminder establishes strong partnership with parents. She is clear of her role in working alongside parents to prepare children for future learning, such as moving onto pre-school. The childminder's 'parent information pack' provides detailed information about her provision, which makes parents aware of her role and responsibilities. She also completes written contracts so parents are clear of her business arrangements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a record of a parent/guardian/carer's consent for any medicines administered to a child (compulsory part of the Childcare Register)
- keep a record of a parent/guardian/carer's consent for any medicines administered to a child (voluntary part of the Childcare Register)

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	142692
Local authority	Somerset
Inspection number	917122
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	08/12/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

