

Inspection date

Previous inspection date

18/07/2013

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

- The childminder provides a well-organised learning environment, which has a good range of high quality toys and resources to meet children's individual needs.
- Generally, children make good progress in all areas of their learning through challenging experiences and effective identification of their next steps in learning.
- There is a strong focus on children's health and safety, and through consistent routines children are becoming aware of dangers and how to keep themselves safe.
- The two childminders work well together and use self-evaluation systems effectively to drive improvement.

It is not yet outstanding because

- The childminder does not consistently follow up on information about the children's development if it is not shared by other early year's settings children attend.
- Children are not fully encouraged to share their own experiences, such as comparing where they live, when they share story sacks.

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 children both inside and outdoors and made observations of the childminder's interactions with them.
- The inspector sampled a range of documentation.
- The inspector talked with the children, parents and the childminder at convenient times.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and two children in Taunton, Somerset. She co-childminds with another registered childminder. Minding mainly takes place on the ground floor in two dedicated playrooms, with children only accessing the first floor for bathroom facilities. There is a fully enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently operates Monday to Thursday each week from 8am until 6pm. At present, she has nine children on roll in the early years age range. The childminder has a Level 3 early years qualification.

What the setting needs to do to improve further

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

- develop further partnership working with other early years providers to promote more continuity to meet children care, learning and development needs consistently
- provide children with further opportunities to talk about their own experiences in group story times.

Inspection judgements

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

Generally, children make good progress in their learning and development from their starting points. The childminder uses home visits and discussions with parents productively to help children settle in from the start, to meet their routines and to support their interests effectively. There are good systems in place to assess children's progress. The childminder makes good use of observations to identify children's next steps in learning and uses these efficiently to plan future experiences. She monitors children's achievements effectively using tracking documents to identify any gaps in children's learning. The childminder keeps parents well informed of their children's progress through summary reports and detailed progress checks for two-year-olds. Parents are encouraged to contribute to their children's learning by making observations, either verbally or in the communication diary of children's achievements at home.

Children make independent choices about their play. They select resources that interest

them, such as the tool set. Children use these purposefully to tighten the nuts and bolts as they construct, showing good developing physical skills. There are a good range of toys and resources to stimulate children's learning. These include open-ended resources, which help children to develop imagination and creativity. For example, children use cardboard boxes as boats. They invite the childminder on their journey. The childminder interacts well asking, where they are going and extends some children's ideas. She reminds children of dangers, asking if they have their lifejackets on. The childminder uses props well to focus children's attention when they share a familiar story. Children contribute the sounds of the animals and the childminder asks questions to identify where the animals live and where they make their homes. However, the childminder does not fully extend children's communication skills at this time, for example, by asking them to talk about their own homes and encouraging children to identify similarities and differences.

Children develop good communication skills. The childminder responds to young children's 'babble' well as they experiment with using sounds and words to communicate on the toy mobile phone. Children enjoy pressing the buttons exploring how to make the different sounds. The childminder helps children to match the sounds to the pictures, such as a lion roaring. In small group activities, children are challenged well. Children sort the farm animals according to their shape and size. They name the animals and make the appropriate sound. Children are encouraged to count how many animals they have pointing to each one in turn. The childminder interacts well encouraging children to listen to instructions to find certain animals and to sort them in different ways, such as which animals like the water or mud. The childminder has a good knowledge of how children learn. For example, she is aware that some children like to investigate activities for themselves before joining the group or asking for help. These opportunities support children in their readiness for future learning.

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

Children benefit greatly from the well-organised learning environment, which supports them to make independent choices. For example, babies are motivated to pull themselves up on low-level units and windowsills so that they can explore the abundant range of colourful and tantalising toys and resources on offer.

Children are happy and settled as the childminder has taken time to get to know their interests and personalities. The childminder respects children's play and rings the five-minute warning bell to give children the opportunity to finish what they are playing with. She listens well to children's wishes and lets children carry on with their play rather than changing their nappies immediately. Children behave well and are clear on expectations and boundaries, as the childminder has developed appropriate house rules.

Children develop a good understanding of routines as the childminder is consistent in her practice. For example, children are aware of the importance of wearing sun hats when they go outside. They are also aware of their own needs, for example, accessing their drinks when they are thirsty and handing them around to their friends. Children keenly wash their hands with soap in the hand-washing unit outside when they realise it is snack

time. Children enjoy home cooked meals and snacks prepared by the childminder, which meet their special dietary requirements. Children become aware of the importance of eating healthily and benefit greatly from growing their own vegetables. They learn what the plants need to grow and help to water them. Children demonstrate good understanding of dental hygiene and remind the childminder that they need to brush their teeth after eating their lunch. The childminder works well in partnership with parents to enable the establishment of appropriate care plans to meet children's individual needs. There is a clear and well-understood medication policy and rigorous systems enable the childminder to store and administer medication appropriately.

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

There is a strong focus on safeguarding children. The childminder has a strong knowledge of the Early Years Foundation Stage and implements the requirements effectively through her good and consistent practice. The childminder has an effective knowledge of child protection issues. She understands her responsibility to report any welfare concerns she has about a child in her care well. Children are cared for in a safe and secure environment, which is thoroughly risk assessed. The childminder has good procedures in place to enable children to be safe on outings. She makes sensible risk assessments and talks to children about potential hazards, such as the water when they walk along the canal.

The childminder works effectively in partnership with health professionals to support children's development, such as incorporating activities from speech and language therapists to promote communication skills. Generally, there is good communication between the childminder and other early years settings that the children attend. However, the childminder does not always follow up on her initial contact with other early years settings, for example, when they do not respond to her requests to share relevant information on children's care, learning and development needs. Partnerships with parents is good. Parents receive a wealth of information through verbal updates, communication books and newsletters. They are fully involved in making improvements to the service provided through bi-annual parent questionnaires. Parents' comment favourably about the provision, such as the new skills the children acquire and how 'friendly and supportive' the childminder is.

The childminder is a qualified and experienced childcare professional who has a positive attitude to continuous improvement. She is proactive in accessing relevant training to promote good outcomes for children and attends conferences and local cluster meetings to improve her practice. The childminder has good systems in place to monitor her planning and assessment arrangements therefore, children make good progress across all areas of learning. The childminder works cooperatively with her co-childminder to evaluate the service they provide. She accurately identifies future improvements and develops action plans effectively to drive improvement. The childminder uses a diary well to monitor updates, such as to the well-written and comprehensive policies and procedures that underpin the good service provided. She is proactive in seeking support from the local

authority early years advisers and takes prompt action to address any issues arising, such as extending the use of natural resources with children. As a result, the childminder promotes good continuous improvement to support children's outcomes strongly.

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	EY457774
Local authority	Somerset
Inspection number	900387
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	11
Name of provider	
Date of previous inspection	not applicable
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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