

Inspection date	19/07/2013
Previous inspection date	02/03/2009

The quality and standards of the early years provision	This inspection:	2
	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		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 have developed a strong bond with the childminder, who has a caring and gentle approach. This helps the children to feel secure and comfortable in her care.
- The childminder meets the needs of all children, recognising the uniqueness of each child and their family. Children benefit greatly from the good relationships in place between the childminder and their parents.
- The childminder knows the children well and they are settled and eager to explore and learn. Their natural curiosity is promoted and they demonstrate positive attitudes to learning. They are, therefore, well prepared for school and future learning.
- The childminder is committed to updating her professional knowledge and making improvements to her service. She has made an accurate self-evaluation of her service and has good understanding of its strengths and weaknesses.

It is not yet outstanding because

- The childminder does not always consistently promote children's growing interest in colours or talk to them about differences between colours, during activities and everyday situations.

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 in the main rooms and outside.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector accompanied the childminder to collect children from pre-school and observed practice outside of the setting.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.

Inspector

Marie Thompson

Full Report

Information about the setting

The childminder registered in 2001. She lives with one grandchild. They live in a three bedroom semi-detached house in Yeovil, Somerset, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, including a small playroom. Toilet facilities are available on both floors. There is a fully enclosed garden for outside play. The family has no pets.

The provision 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 two are in the early years age group. The childminder walks to local schools to take and collect children.

What the setting needs to do to improve further

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

- promote discussion about different colours to support children's growing interest in colours, for example, through everyday routines and activities.

Inspection judgements

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

Children are happy, settled and enjoy playing in the childminder's home. The childminder promotes children's development and stimulates their learning. For example, she plans worthwhile and exciting activities, tailored to children's individual interests and developmental stages. The childminder is an experienced childcare practitioner with a secure knowledge and understanding of the Early Years Foundation Stage. The childminder keeps assessments updated, providing a useful record of children's progress. She uses these to highlight future challenges for children based on their individual interests, so learning experiences are relevant to them. Planning is flexible and tailored towards children's interests.

The childminder interacts well with young children and plays alongside them, closely supporting children to help them gain confidence. She promotes their speaking and listening skills as she introduces more challenging vocabulary, fostering children's language and communication development. Young children ask simple questions and can communicate their needs to the childminder. She makes effective use of these

opportunities to support those children who are less confident speakers. The childminder supports children's literacy skills well. She spends time with young children promoting books and simple stories. For example, she uses interactive books with the children and various props, such as a tray of animals to enhance the stories, as well as using story sacks. Children repeat the noises animals make and talk about their favourite animal and whether they live in a hot or cold country.

Children benefit from a broad range of activities, play experiences and outings. These support children well. However, during activities and everyday routines the childminder misses opportunities to talk to children about their growing interest in colours, for example, when they point out different colour flowers on the walk to school or the different colours of the animals in the story. There are many opportunities for children to make marks or create their own pictures using materials from the art storage boxes or from natural resources. For example, children make patterns with flour, talc, sand and shaving foam as well as potato and sponge painting. This activity, along with using different textured materials and using their touch to identify objects with their eyes closed, promotes children's sensory development. The childminder promotes children's early writing skills in lots of ways, including using dot-to-dot pictures and by drawing horizontal lines, vertical lines, and various shapes. Children write shapes and letters on each other's backs and have great fun as they try to guess what they are. Children develop their coordination to support their writing skills by using tweezers to pick up small objects and squirting paint across the tray.

Children frequently take part in cooking activities; they make heart shape biscuits for Valentine's Day and pancakes on Shrove Tuesday. At the parents' request, children learn food preparation and safety in its entirety. With the support of the childminder, children learn to make main meals, such as casserole, chicken dishes, rice and pasta dishes, as well as cakes. As a result, children are becoming well equipped with the skills they will need in future life and these activities promote their mathematical development. During the summer holidays, children will develop these skills further as part of their healthy eating project, and learn camp-fire cooking and different aspects of cookery. Children learn about a range of cultural celebrations as they start to develop a good understanding of the wider world. For example, in celebration of Chinese New Year, they made dragon masks, learnt some Chinese words, used chop sticks to eat and made a stir fry.

Children's learning environments are expanded by regular outings, for example, they enjoy scavenger hunts and try to find tree bark, moss and pebbles using magnifying glasses. While on their walks, they talk about the weather changes and look for catkins. Children have ongoing topics, such as road safety. This is supported through colouring pictures of road safety, make traffic light biscuits and jelly, and playing the traffic light game to remind children to stop, look and listen.

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

Children move around confidently in the child-friendly environment. They clearly feel safe as the childminder effectively organises the time they spend with her to ensure that she meets their individual needs. The childminder is skilled and sensitive in supporting children to form secure and emotional attachments, providing a base to promote their personal, social and emotional development. She knows their individual personalities well and supports them effectively so that they settle and are comfortable and happy. Children have developed a strong bond with the childminder and they rely on her for support and reassurance. They are happy and obviously enjoy their time at the childminder's home.

The environment is homely with suitable furniture and equipment for children to play, rest and eat in comfort and safety. A wide range of resources is available to promote children's learning. They access a variety of play experiences that include both adult and child initiated activities. Toys and resources promote positive images and the childminder fosters an inclusive environment, as all children and their families are valued and made welcome. Children are fully involved in all aspects of the day. They help to decide what they want to do and independently access the toys or resources they need. Children develop a good understanding of health and safety. They gain an understanding of risk through activities that encourage them to explore their environment. Children are encouraged to try things for themselves and think about safety boundaries when going outside. For example, they are aware of cars when out on walks and the need to walk on the inside of the pavement away from the cars. The childminder's sensitive and caring approach means that children have a strong sense of belonging. The childminder is a positive role model. She is consistent and supportive in her care and expectations of the children. They receive positive support to help them understand the boundaries for appropriate behaviour. They learn to share, take turns and consider the needs of those around them.

Children have a good introduction to leading healthy lifestyles. They enjoy healthy nutritious meals, snacks provided either by their families or the childminder and regular drinks. They sleep according to their individual routines which in turn promotes their good health. The childminder has clear policies, procedures and permissions in place to help ensure children's good health, including a sickness and medication policy. Children are competent at managing their personal needs relative to their age. They are developing good self-care skills, as the childminder gently encourages them to access their own drinks or put on their own shoes. This support effectively prepares them for their transition to the next stage in their learning. Children regularly access the outdoor play areas. They enjoy playing hop scotch in the garden using foam numbers. They jump with two feet, then one, and place the counter on different numbers to jump to. This helps them to begin to learn number sequences and helps them to develop their physical skills.

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

The childminder has a competent understanding of how to safeguard children and actively promotes their welfare and safety. She has good procedures in place in the event that she

has concerns about a child's well-being. The childminder has completed safeguarding training to update her knowledge of safeguarding matters. She clearly understands her role and responsibility to protect the children in her care. Thorough risk assessment takes place and the childminder takes suitable safe action immediately to minimise any potential risks. The childminder practises fire evacuations procedures to ensure children know what to do in the event of a fire. All children's records are securely stored and confidentially maintained. The childminder has a secure knowledge and understanding of how children learn. She regularly reviews the requirements of the Early Years Foundation Stage, making sure that all required procedures are in place.

The childminder accurately identifies her strengths and enjoys her work with children and watching how they learn. She is sensitive in dealing with any gaps in children's learning that she may identify and has clear procedures to involve parents and other professionals. Consequently, she has a good relationship with parents and has built effective links with the staff at the pre-schools and schools children attend. The childminder is well motivated to ensure that the parents are well informed and have detailed information about their child's day, through providing contact sheets and giving verbal feedback. She demonstrates she actively follows children's interests, incorporating these within daily activities and routines. As a result, she effectively takes on board children's choices. The childminder makes good use of the daily conversations with the staff to ensure information is shared between home, pre-schools and schools. This provides continuity and consistency in children's welfare and learning. All information is shared with parents and this is a two-way process, as parents regularly inform the childminder of events, activities and achievements at home, in order to provide continuity in their child's learning. The childminder consistently monitors her routines and planning to meet children's learning needs, through a broad and balanced range of experiences and activities that cover all seven areas of learning. She develops practical plans to address these and thereby improve the outcomes for children. This enables the childminder to drive improvements successfully in order to provide good quality care for all children.

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

Unique reference number	EY233915
Local authority	Somerset
Inspection number	846991
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	02/03/2009
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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