

## Inspection date

Previous inspection date

12/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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

- The childminder provides a caring and well resourced environment where children make choices about what they want to do and select toys from the wide range available.
- The childminder effectively promotes children's language and communication skills through relaxed conversations about what they are doing, clear speech and reinforcing emerging speech.
- The childminder has high ambitions for her provision. She aims to achieve these by continually evaluating her practice and responding positively to feedback she receives from parents and others.

### It is not yet good because

- The childminder does not have all the required details about the children she is caring for.
- The childminder does not involve parents and other settings children attend fully in children's learning and planning for their progress.
- The childminder is not fully confident with identifying children's stage of development and the areas of learning so that she can effectively recognise where children may need additional help and support.

## 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.
- The inspector spoke with the childminder and children at appropriate times during the visit.
- The inspector examined documentation including a representative sample of children's records and regulatory documentation.
- The inspector reviewed feedback from parents and self-evaluation documents.

## Inspector

Marilyn Joy

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and their four school age children in house in a residential area of Shepton Mallet, Somerset. Downstairs is the main area used for childminding. Sleeping facilities are available upstairs and downstairs. There is a secure garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years age group and three older children.

### What the setting needs to do to improve further

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

- ensure the following information is recorded for each child cared for: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with
- ensure every child's learning is tailored to meet their individual needs and involve parents and other settings in this process; in particular by identifying children's capabilities and interests when they first attend

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

- develop knowledge of child development and the areas of learning further to help identify where children may need additional support and plan for their individual needs; including when children are learning English as an additional language.

## Inspection judgements

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

The childminder provides a caring and welcoming home environment where children make steady progress in their learning. They enjoy a range of activities in the home and on outings. They visit the park to feed the ducks and attend pre-school groups at the local children's centre. Children develop their social skills as they play with one another. They learn to share and take turns. Children learn about the world around them. They excitedly throw leaves in the air and watch them fall to the ground. They develop their listening skills when they focus on the sounds around them, such as an aeroplane and cars in the

road. They copy the sounds animals make when playing with the farm animals and identify features of dinosaurs when looking at books. Children build towers and bridges and count how many bricks they have used. Generally, the childminder is involved in children's play and appropriately extends their learning.

Children have ample space to move around and make choices about what they want to do. The childminder sets out resources that she thinks children might be interested in. Children notice and are keen to investigate. Younger children notice the blackboard and easel in the garden and experiment with making marks and drawing lines. They become absorbed in playing with the sand and watching as it falls through the sieve. They gain increasing control over their bodies as they practise using scoops and filling different containers. Children learn how to open the door of the play car and manoeuvre themselves inside. They practise how to jump safely off the step. Children have fun and enjoy their play because the childminder provides them with a range of experiences that interest them.

The childminder encourages language and communication skills well. She talks to children about what they are doing and echoes young children's attempts at speech. She poses simple questions that make children think. The childminder models conversations and chats to children as they play, providing a commentary about the activity. Consequently, this provides children with the vocabulary they need when they are ready to express themselves. The childminder is aware of the processes to follow if she has concerns about a child's development. Likewise she is aware of the importance of liaising with other settings children attend and supporting children who speak English as an additional language. However, she is not fully confident in these areas and in identifying when there are developmental concerns. The childminder has procedures in place for completing progress checks for two-year-olds and what to do if she has concerns about their development.

The childminder encourages children's learning appropriately. She gathers some general information from parents when children first attend. However, she makes her own observations of children's capabilities and interests rather than asking parents to contribute what they know about their children's skills. From her observations the childminder begins to plan activities to support children's progression. However, she has not yet fully established effective arrangements for monitoring progress or involving parents in this process. The childminder is beginning to identify how she can make improvements, such as including additional questions on the 'All about me' sheets she asks parents to complete about their child. However, they are not currently in a format that all parents will find easy to understand. Children benefit from the childminder's enthusiasm as it supports children in their learning.

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

Children are happy and settled. They benefit from comfortable relationships with the childminder and her family. Children benefit from frequent praise and encouragement. This is reassuring and boosts their self-esteem. It gives them the confidence to play

independently. Children move around the childminder's home with confidence. They play happily in the sand in the garden, know where they need to wash their hands before lunch and settle quickly to sleep. Children are familiar with daily routines, which help them feel comfortable and secure. Children learn what is expected because they receive consistent and clear support. Consequently they behave well. Children know they need to sit at the table for meals and learn that they should not climb on the sofa. Children learn about keeping themselves safe because the childminder is beginning to introduce them to safe practices. For example, they learn to manage the steps in the garden and how to stay safe when going for walks.

Children experience a healthy lifestyle with the childminder. They enjoy healthy meals and snacks and try different vegetables and fruits. They play outdoors daily and exercise their bodies when using a range of physical play equipment. Children gain independence in managing tasks for themselves because the childminder provides equipment to help them. For example, younger children learn to wash their own hands and use the soap dispenser because there is a step stool to help them reach the basin. The childminder provides a good range of resources to support children's all round development. Children can easily use them because they are stored where they can reach them. Children receive appropriate support to help them prepare for school. They mix with older children after school and during the holidays which builds their confidence in forming relationships with others. The childminder also takes children to local pre-school groups so they become familiar with new environments.

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

The childminder is newly registered. She is enthusiastic and keen to develop her childminding practice. She attended further training following registration and has begun evaluating her practice. This enables her to recognise most areas for further development and plan improvements. For example, she has plans to fence off part of the garden so that it will be easier to supervise children when playing outdoors. The childminder is beginning to monitor and review children's progress. However, as yet, her systems are not yet fully developed. She is not yet fully confident with identifying when children may need additional support so that she can follow her procedures and implement support strategies. The childminder forges some links with other settings children attend. However, these links are not fully developed to help her provide children with continuity in their care and learning.

The childminder has a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. Most of the required documentation is in place and well organised. However, when children attend for temporary periods only, the childminder does not ensure she obtains all the required information, which is a breach of the regulations. Consequently, in an emergency she only has contact telephone numbers for parents and is not aware of other important information such as their names and where they live.

Overall, the childminder maintains a safe environment for children to play and learn. She identifies hazards and implements effective safety measures to reduce risks to children. The childminder has an appropriate knowledge of child protection issues and understands what to do if she has any concerns about a child's welfare.

The childminder develops positive relationships with parents. She shares a range of documentation with parents and keeps them informed about their child's daily routine, activities and care. However, parents' involvement in children's learning and development is not fully established to encourage parents to continue children's learning at home. However, parents are very satisfied with the care their children receive. They comment on how much they appreciate the childminder's flexibility and her caring approach.

### 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:

- record the name, home address and date of birth of each child who is looked after on the premises and the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises
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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

<b>Unique reference number</b>	EY452007
<b>Local authority</b>	Somerset
<b>Inspection number</b>	904418
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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