

<b>Inspection date</b>	06/08/2013
Previous inspection date	02/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are well cared for in a safe and welcoming family home, where they develop good relationships.
- The childminder plans a broad range of activities, both inside and out, which help children to learn through play and real experiences.
- Good communication with parents enables the childminder and assistants to meet children's needs well.
- The childminder completes a clear assessment system, which she uses effectively to help children make good progress in their learning and development.
- The childminder and her assistants work well as a team, reflecting on their practice in order to continue to develop children's learning experiences.

#### **It is not yet outstanding because**

- The childminder does not take all opportunities to extend children's independence and develop their practical skills at meal times.
- The childminder does not always provide sufficient resources to teach children the importance of hand washing and how to prevent the spread of infection.

## 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's activities in the childminder's home and garden.
- The inspector discussed activities with the childminder and talked to assistants.
- The inspector sampled documentation that included children's progress records.
- The inspector took into account parents' views, obtained by letter and in person.

## Inspector

Brenda Flewitt

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and three children. The family lives in a house in North Petherton, Somerset. All of the ground floor of the home is used for childminding, which includes a lounge, dining room, a separate sleep room and toilet facilities. There is an enclosed garden available for outside play. The family has two cats, to which children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She employs three assistants, two of whom work with her at any one time. There are currently 20 children on roll, 12 of whom are in the early years age range. The childminder also cares for children over the age of eight years. 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:

- extend children's skills for the future by involving them in preparing their own food at meal times
  
- develop children's personal hygiene routines by reviewing the resources available for hand drying, to teach children about how to prevent the spread of infection.

### Inspection judgements

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

Children enjoy the time they spend in the childminding setting. The childminder provides a friendly and caring home environment where children learn through play and everyday experiences. The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements. She plans a broad range of activities linked to children's interests and themes, such as balls, summer, and mini-beasts. A 'chocolate' theme was popular with the children, sparking their curiosity as they experimented and investigated. For example, children observed the result of putting coloured chocolate sweets into water, guessing if the colours would mix. They monitored changes in chocolate sweets, which they placed in different areas of the home, to see how quickly

they melted. The childminder and her assistants promote children's language well. They talk with children as they join in their activities, describing what is happening and asking questions to help children think and recall. They name objects, people and actions, which helps young children develop their vocabulary. For example, all children are interested in investigating lumps of ice. Adults use words such as 'slippery' and 'melting'; they encourage children to explore using their hands and count the holes that are forming. The childminder provides a good range of books, which she displays attractively to encourage children to select independently. Adults read children's favourite stories with enthusiasm, varying their tone of voice and facial expressions, which keeps children interested. Children listen well in a group, joining in familiar words and phrases. The childminder uses opportunities during everyday activities such as meal times, to encourage children to talk, expressing their thoughts and ideas. For example, young children talk about their favourite fruit at snack time, and at dinnertime, the childminder asks children to reflect on their day. The childminder helps children learn about people and places as they go on walks in the local area. She talks with them purposefully, promoting their awareness of various features of the environment. For example, the childminder encourages children to find specific colours, numbers or to look for various vehicles. Visits to the shop enable children to choose and pay for food items, which develops their understanding about the purpose of money. These positive learning experiences help children to develop valuable skills in preparation for starting school.

The childminder completes clear observation records for each child, which she uses effectively to assess children's development and plan the next steps in their learning. As a result, children make good overall progress in their learning and development. Carefully planned experiences support children to be ready for the next stage in their learning. The childminder values parents' knowledge of their children, which she uses as soon as children attend, to accurately plot their starting points. The childminder has a clear understanding of her responsibility to carry out progress checks for children aged between two and three years.

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

Children are happy and settled in the care of the childminder and her assistants. The childminder seeks useful information from parents when children start to attend, which she uses to help them settle. She respects babies' and toddlers' sleep routines, which contribute to a smooth move from home to the childminding setting. Children enjoy one another's company and develop friendships within the group. The childminder plans games, such as rolling a ball to one another in a circle to encourage young children's involvement and turn taking. Adults name each child as they receive the ball, which helps children develop a sense of belonging and being part of a group. Children behave well. From a young age, they start to know what adults expect of them through familiar routines and explanations, such as removing shoes when coming in from the garden. The childminder and her assistants regularly praise children's efforts and achievements, which helps boost their self-esteem. The childminder reminds children about safe ways to move

around, for example being wary of walking in front of swings. She teaches them to 'stop, look and listen' for traffic when they are out walking, and involves them in practising the emergency evacuation procedure from her home. This all raises children's good awareness of how to stay safe.

The childminder generally promotes children's healthy lifestyles well. She provides daily opportunities for fresh air and exercise. Garden play and outings to play parks enable children to use challenging apparatus, such as climbing frames, slides and swings to develop their physical skills. Overall, children are learning good routines to manage their personal hygiene. The childminder encourages children to wash their hands after using the toilet and before handling food. However, there are times when several children and adults use the same towel for drying their hands, which does not effectively help to prevent the spread of infection. Children make choices from healthy options at meal times. For example, the childminder offers children a choice of fresh fruit at snack time. However, she does not always use this opportunity to encourage children's independent skills for the future, such as helping to prepare their food and pouring their own drinks.

The childminder provides a good range of toys and resources, both inside and out, which she arranges to enable children to select for themselves. Storage includes low-level shelving, which aids children to make independent choices. The childminder makes good use of walks in the local area to enhance children's learning experiences as they identify particular features they see.

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

The childminder and her assistants work well together as a team. They communicate effectively so that they supervise the children and meet their individual needs well. The childminder and her assistants are sure about their individual roles and responsibilities. They implement clear policies and procedures that promote children's safety and welfare. The childminder completes detailed risk assessments to help provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences. A clear assessment system gives the childminder a clear overview of children's progress, which helps her to identify any gaps in their learning.

The childminder promotes effective partnerships with parents. She supplies clear information about her setting, which includes written policies, regular newsletters and displays in her home. The childminder encourages daily exchanges of information, verbally

and written, to meet children's individual needs well. She completes daily diaries in which she records children's care routines and activities they have experienced. Parents say that their children are very happy and have made friends within the group. They are positive about the range of activities and the 'home-from-home' environment, which they describe as safe and fun. The childminder has a good understanding of the importance of sharing information with other practitioners when children attend other early years settings. She encourages the sharing of information to develop communication to support consistency in meeting children's all round needs.

The childminder has successfully addressed the recommendations from the last inspection, which has improved aspects of children's safety and learning. She evaluates her provision effectively through ongoing reflective practice that includes the views of her assistants and parents. For example, the childminder introduced daily diaries following a suggestion from a parent. The childminder identifies clear areas for development, such as reviewing the range of garden plants to extend children's sensory experiences. She also plans to develop an area to offer more outdoor play opportunities during wet weather. The childminder and her assistants keep up to date with changes and improve their knowledge through training courses, reading early years publications and seeking online information. All this helps to continue to develop children's learning experiences well.

### **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

<b>Unique reference number</b>	EY441064
<b>Local authority</b>	Somerset
<b>Inspection number</b>	901356
<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>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/10/2012
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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