

## Inspection date

Previous inspection date

06/09/2013

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 develops strong links with parents to maintain consistency in children's care, learning and development.
- Children are settled and confident in a homely, appropriately resourced environment.
- There are good opportunities for children to learn about healthy lifestyles, especially healthy eating, through gardening activities.

### It is not yet good because

- The childminder does not use self-evaluation arrangements to monitor the provision consistently; in particular, to identify breaches in specific requirements and to involve parents in driving improvement.
- Although children enjoy a broad and balanced range of experiences, there are fewer opportunities for children to focus their attention for longer in readiness for their move to school.

## 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 play inside and outdoors.
- The inspector observed the childminder's interactions with the children.
- The inspector observed a range of documentation including children's assessment records, policies and procedures.

## Inspector

Rachael Williams

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Bishops Lydeard, Somerset. All areas of the property are used for childminding purposes including an enclosed garden to the front and side of the property. The family cares for two cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has two children in the early years age range on roll.

**What the setting needs to do to improve further****To meet the requirements of the Early Years Foundation Stage the provider must:**

- complete a daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- develop further systems to effectively evaluate the provision, which also include the views of parents, to drive improvement
- support children further to become deeply involved in activities so that they can maintain their focus and attention.

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

The childminder has suitable knowledge of children's interests and uses this information to plan a broad range of experiences. She uses information from parents well, to help children settle in from the start and to meet their routines. She respects children's choices. For example, children solve problems well developing good fine motor skills as they open the door and remove the roof from the fairy house. The childminder offers the children additional resources, such as farm animals, and supports the children's choice not to include them as they push the basket away. On occasions, older children become disinterested moving onto other activities quickly without exploring them fully as the childminder does not consistently engage them. Therefore, children do not get the most out of an activity through shared, sustained thinking to help them concentrate and prepare them fully for their move to school.

The childminder ensures all children are included in activities. For example, when older children choose a game of lotto she invites younger children to play while providing appropriate challenge. The childminder teaches children new words as they match pictures or words according to their ability. She challenges older children further by encouraging them to look at familiar letters and sounds. Younger children practise new words, such as holding cards up and stating 'look'; the childminder responds appropriately to aid development. The childminder encourages children's communication skills further by naming animals that children have seen as they share a book and repeat the noises they make. Children are encouraged to share their experiences, such as visits to a farm. This, alongside identification of next steps through suitable assessment arrangements, prepares children for their future learning appropriately.

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

The childminder provides children with a safe environment so that they can move freely and independently. Children are happy and settled as they form secure attachments with the childminder. They enjoy making choices for themselves selecting from an appropriate range of age-appropriate toys and resources. The childminder promotes positive attitudes and behaviour. Children are clear on expectations and boundaries as the childminder gives clear explanations so that they become familiar with routines. Children have exciting opportunities to learn about healthy eating. They thoroughly enjoy growing a range of vegetables, such as carrots and peas, which they pick and eat. Children clearly describe what plants need to grow and how they care for them. Children enjoy healthy and nutritious snacks and meals that meet their special dietary requirements and current preferences. They are aware of their own needs. For example, they find their drinks independently when they are thirsty. There are frequent opportunities for children to be outside in the fresh air. The childminder extends children's experiences by going on regular visits so that children become aware of their local community. For example, children enjoy visiting the library and choosing their own books.

Children learn about keeping themselves and others safe. The childminder reminds older children that they can play with toys that have small parts, such as minute cars, when younger children are asleep so that they do not pose a risk. Children ensure they fasten the zip on the net before they jump on the trampoline to avoid injury.

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

Generally, the childminder has satisfactory knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She supports her practice with policies and procedures, which she shares with parents, to underpin the service she provides. However, the childminder does not keep an accurate record of children's attendance. This is a breach of a legal requirement. However, there is limited impact on children as the childminder only cares for two children at regular times. The childminder understands her responsibility to maintain confidentiality and keeps documentation relating to the children securely stored. The childminder supervises any friends or family visiting the setting at all times and she does not leave them alone with minded children. The childminder has suitable knowledge of the procedures to follow should she have any concerns about a child in her care. The childminder provides a safe environment completing regular risk assessments to reduce potential hazards.

The childminder provides an inclusive environment where she respects children's individual needs. She works closely with parents to enable continuity in their care, learning and development. For example, the childminder encourages parents to attend flexible settling in sessions so that she can get to know the children and discuss their routines and starting points with the parents. In addition, this helps children settle when they first attend alone. The childminder continues to share information on a regular basis, such as through a daily

communication diary and, more recently, a 'today while I was here' sheet. Therefore, she keeps parents well informed of their children's progress, the activities they enjoy and daily routines. The childminder offers opportunities for parents to share children's achievements at home, such as first steps.

The childminder monitors the educational programme appropriately. Her suitable knowledge of the learning and development requirements of the Early Years Foundation Stage, including planning and assessment arrangements, enable children to make satisfactory progress in their learning. The childminder is beginning to make improvements in her practice as she develops her self-evaluation arrangements, although these are not consistently applied at present. She has appropriate knowledge of the strengths and weaknesses of the provision, although she has not recognised a key weakness in her provision. As yet, systems are not used fully to reflect the impact actions will have on children in order to drive improvement further and do not include the views of parents.

### 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 daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of children looked after on the premises and their hours of attendance (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

<b>Unique reference number</b>	EY455850
<b>Local authority</b>	Somerset
<b>Inspection number</b>	928021
<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>	6
<b>Number of children on roll</b>	2
<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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