

<b>Inspection date</b>	06/08/2013
Previous inspection date	24/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		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**

- Children now enjoy warm and secure relationships with childminder, who knows them well and is sensitive to their individual needs.
- The childminder promotes children's communication and language skills well promoted by engaging them effectively in conversation.
- The childminder has now established good partnerships with parents, which successfully contribute to meeting children's needs.
- Children develop good social skills as they share resources with their friends and take turns.

#### **It is not yet good because**

- The childminder does not request detailed information about children's progress from other settings to ensure that care and learning is shared.
- Children have fewer opportunities to explore everyday objects made from natural materials.

## 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 playroom and the dining room.
- The inspector sampled the childminder documentation including her policies and procedures.
- The inspector took into account the written views expressed by parents.
- The inspector held discussions with the childminder throughout the inspection.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

The childminder has been registered since 1989. She child minds from the family home where her husband and adult child live in Yeovil Somerset. The ground floor is used for childminding, which includes an adjoining play area, dining room and kitchen. Toilet and sleeping facilities are provided on the ground floor. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll in the early years age group. She holds an early years NVQ Level 3 qualification.

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

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

- strengthen partnerships with other settings children attend by requesting further information with regard to children's progress
  
- extend children's opportunities to explore and investigate everyday objects, such as treasure baskets.

## Inspection judgements

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

Children show they are very happy in the childminder's care because they are involved in a range of activities and experiences, which challenge and excite them. The childminder knows each child well and plans activities, which successfully support and meet their individual needs. Consequently, children make good progress in all areas in relation to their starting points and capabilities. The childminder provides valuable support and interaction during activities in her home. For example, she reads the children a favourite story. They join in with familiar phrases and ask the childminder to erect the tents so that they can use them to re-enact the story. This means the children use their imaginations well. The childminder supports children's social skills, communication and language as they develop their relationships with one another, using language to negotiate the characters they act out effectively.

Children are very confident speakers and clearly express their thoughts and ideas. They learn about other places in the world. They take part in activities, which interest and

excite them as they listen to Indian music and taste different foods. The childminder supports them well as they look at a map of the world to see where the different countries are and she effectively engages them in conversations about where they have travelled on holiday and where their relatives live. This means children learn about the wider world they live in and have the opportunity to talk about the people that are important to them. Each child now has an enjoyable time with the childminder. She teaches them to speak some words in Spanish and they learn about and respect differences. Through these activities, children are acquiring the skills and attitudes they need to be ready for school or their next stage of learning.

The childminder observes the children engaged in activities. She shares the progress children make in these with the parents. She has a good understanding of the requirement to carry out the two-year progress check. Completed checks show that the childminder has good knowledge of each child's development and a good understanding of how children learn.

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

Children are observed to form warm and secure relationships with the childminder, which support their emotional and physical well being effectively. The childminder uses effective behaviour management strategies in the home, but has not always managed children well in the past when on outings. She shares her behaviour management policy with parents and works closely with them to support children in managing their own behaviour effectively. Children play well together, share the toys and show respect for each other as they wait to take a turn in a game. Children clearly enjoy each other's company and that of the childminder. She is seen to give them lots of praise and clearly values the children, talking to them at length and giving them individual attention. This approach successfully promotes their confidence and self-esteem.

Children develop independence as they select activities from a good range of resources. They are busy and occupied throughout the day and the childminder changes the activities frequently to reflect the children's concentration span. Overall, however children have, fewer opportunities to explore everyday natural objects such as through 'treasure baskets' containing these to enable them to independently learn about natural materials.

The childminder teaches children about the importance of healthy eating and lifestyles through routines, discussions, and daily practices. For example, children recognise the different fruits and foods, which are healthy and confidently talk about the foods they like to eat. Children enjoy lots of physical activities inside and outside. The childminder promotes this well by encouraging them to be active. For example, children excitedly march around the room in time to the music, copying the childminder's actions and playing musical instruments. They squeal and laugh when she asks them if they have their 'marching knees' on and they happily take turns to be the leader. Children develop new skills as they use a wide range of equipment at various parks and visits to soft play centres.

Children develop a good understanding of how to keep themselves safe. The childminder has simple 'house rules', which the children understand. For example, they know they must walk inside the house. They talk to the childminder about tidying the toys away so that they do not hurt their feet and they know toys with small pieces must be played with at the table. The childminder has discussions with the children about not talking to people they do not know and she practises regular fire drills with the children. This ensures everyone knows how to evacuate the premises quickly and safely in the event of an emergency.

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

This inspection was brought forward following a concern raised to Ofsted about the management of children's behaviour and safeguarding practice. Ofsted issued a notice to improve and set actions. This required the childminder to ensure that children are kept safe on outings, to record any physical intervention and to inform parents as soon as possible after any such incident. The childminder took prompt and effective action. The childminder is now able to demonstrate a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage.

The childminder demonstrates a clear understanding of child protection issues and she is clear about what to do if concerns arise about children's welfare. Parents are aware of the childminder's safeguarding responsibilities through discussion, and the written policies and procedures that support her practice. Children play in a safe and secure home environment because the childminder is vigilant and takes appropriate action to minimise any potential risks to children. For example, the childminder checks the premises daily before the children arrive to ensure everything is safe. She has reviewed her risk assessments for outings so that they are more robust and implemented further policies and procedures to further guide her practice and keep children safe.

The childminder has a good understanding of the learning and development requirements. Using her knowledge, she plans an interesting and exciting range of activities, which engage children effectively, and they enjoy. The childminder successfully assesses and monitors children's progress to quickly identify any gaps in children's learning. Consequently, all children make good progress. The childminder has addressed the recommendations raised at her previous full inspection. For example, she now uses her observations of the children to plan for their next steps and has robust systems in place to help her reflect on her practice. Through self-evaluation, the childminder has identified she needs to support children's understanding of the world more fully and has provided more opportunities for them to take part in activities and experiences that effectively raise their awareness of diversity. However, she had not previously identified the weaknesses in her risk assessment for outings. She has a very proactive approach to her childminding. She seeks support from the Local Authority when needed and has well targeted plans to improve outcomes for children. This demonstrates she has a good capacity to maintain continuous improvement to her childcare provision.

The childminder has strong partnerships with parent because she actively encourages them to be involved in their child's learning. She shares information on a daily basis, which contributes to the childminder meeting children's individual needs effectively. Parents express their views about the childminder's provision through parent questionnaires, cards and letters. Parents say the childminder is "fantastic" and comment on how much their children have learnt from her. The childminder shares general information with other early years setting where children attend such as the current activities and themes. However, she has not developed fully effective systems to share detailed information about children's individual achievements and progress, to promote consistency.

### **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>	142588
<b>Local authority</b>	Somerset
<b>Inspection number</b>	928845
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/03/2009
<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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