

<b>Inspection date</b>	19/09/2013
Previous inspection date	19/09/2012

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### **The quality and standards of the early years provision**

#### **This provision is satisfactory**

- Children are happy and confident because the childminder meets their care needs effectively and promotes their self-esteem.
- Children make sound progress in the physical development, and their personal, social and emotional development.
- The childminder makes full use of daily routines and activities to promote children's mathematical development.

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

- The childminder has not fully established partnerships with other settings sharing care of the children, so they do not work together effectively to ensure children make good progress.
- The childminder does not use all opportunities to promote children's problem-solving and critical thinking skills fully.

## 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 in the indoor and outside environments.
- The inspector sampled documentation, including safeguarding information, children's assessments, and written policies and procedures.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the childminder's self-evaluation, parents' questionnaires and their written feedback for the inspection.

## Inspector

Elaine Douglas

## Full Report

### Information about the setting

The childminder registered in 2012. Childminding takes place in her parents' house in Minehead, West Somerset. Household members and regular visitors include her husband, parents and aunt. The whole of the ground floor of the premises is used for childminding and includes toilet facilities. There is a fully enclosed rear garden for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, six of whom are in the early years age range. The childminder supports children learning English as an additional language. The childminder walk to local schools to take and collect children. The childminder holds a childcare qualification at level 3.

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

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

- extend the partnerships with other professionals sharing care of children, in order to work together to address their learning and development needs and ensure good progress.

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

- make greater use of opportunities during children's play and activities to increase their critical thinking and problem-solving skills.

## Inspection judgements

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

The childminder carries out sufficient observations and records children's development to identify their next stages of learning and to provide feedback to parents. However, the childminder has not completely established partnerships with other settings the children also attend. As a result, she is unaware of their assessment and planning for individual children, so they do not work together fully to support children's learning. The childminder displays her weekly plans and records information in children's individual daily diaries, so that parents can support learning at home. Consequently, children make satisfactory progress overall and develop suitable skills for their future learning.

Children develop their imaginations using role play, small world toys and one object to represent another. For example, children playing with the toy railway use a bottle of water

as a water tower and green paper as fields. Children make strong progress in their physical development. Older children steer and pedal a range of bicycles and scooters, which challenge them to extend their skills. The childminder stays close by, enabling babies to safely roll and stretch to reach toys that interest them. They use all their senses to explore, listening to the sounds and feeling textures. Parents comment on their children gaining confidence and increasing their communication skills since being with the childminder. Children, including those learning English as an additional language, use words to describe their experiences, such as 'squishing' the dough for example. They enjoy books and the childminder adequately starts discussions to encourage appropriate language development.

The childminder uses all opportunities to support children's mathematical development. For example, a child uses a toy computer and the childminder asks them what number comes after two. She then asks the child if they can find that number. When playing with modelling dough she encourages children to recognise shapes and talk about sizes. However, she sometimes informs children how to resolve a problem or asks them if they want her to do it. This does not encourage them to think critically or learn through finding their own solutions. Children's personal, social and emotional development is sound. The childminder encourages children to be independent, putting on their shoes and coat or feeding themselves for example. She has a secure understanding of children's interests and ensures that her resources motivate children to initiate their own learning. This prepares children well for their next stage of learning and school.

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

Children are happy and confident on arrival at the childminder's premises. They have secure attachments with the childminder and are pleased to see each other, so they quickly engage in the activities. This supports them well in preparation for moving on to other settings. Children behave well and learn good manners. The childminder recognises signs when children are tired, hungry or need their nappy changing. While she is seeing to one child she ensures that she also cares for others. For example, as she rocks a baby to sleep she reads a book to others. Consequently, all children remain happy. Children respond well to the childminder's praise and want to achieve, which promotes their confidence and self-esteem.

Children have a good understanding of healthy and safe practices. The childminder reminds them to get a tissue to wipe their nose and provides a good role model, washing their hands after disposing of the tissue. Children know to wash their hands before eating and after using the toilet. They recognise the colour of their towel, which prevents cross contamination. Children have individual drinking beakers and have regular drinks and snacks to support a healthy diet. The childminder ensures meals and activities promote children's awareness of healthy eating. She takes into account children's dietary and health requirements when organising cooking activities. This ensures that all children have equal access and benefit from the activities. Children comment on road safety and regularly practise the emergency evacuation procedures. They learn the importance of tidying up and keeping the floor space clear of hazards, so they do not trip. Children

benefit from daily outdoor experiences and learn to enjoy exercise.

The childminder encourages children to be self-motivated through providing an environment that stimulates their interests. The childminder provides a good range of resources both indoors and outside. They are at a low level in labelled containers, so that children can make independent choices. She rotates toys according to the children attending and their interests. The childminder plans trips in to the local environment to provide real experiences and extend children's knowledge of the wider world. For example, to support children's fascination with trains, she organises an outing to the steam train station. The childminder provides resources that children can use in a range of ways; a large box becomes a den or a bus for example. As a result, children develop good imagination and become creative learners. The childminder effectively supports children who speak English as an additional language. She provides dual language books, songs in their first language and works with parents to implement any cultural needs. This promotes children's self-esteem as well as their language skills.

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

The childminder has recently completed a childcare qualification and now has a full understanding of the safeguarding and welfare requirements. She carries out appropriate daily risk assessments, such as checking safety equipment is in place and all wires are secure. Children sit safely in a highchair and wear straps in a buggy to ensure they remain safe. The childminder effectively implements a range of written policies and procedures to protect and promote children's well-being. She has attended child protection training and has a sound understanding of the procedures to follow should she have a concern about a child's welfare, to help protect their well-being. The childminder constantly supervises children on and off the premises, to protect them from other adults and keep them safe.

The childminder has a satisfactory awareness of her responsibilities in meeting the learning and development requirements. She now knows the different areas of learning and the importance of promoting children's prime areas of development. She has a suitable system to track children's overall development and help identify any gaps or concerns to support their next steps for learning. The childminder has suitable procedures for working in partnership with parents. This is particularly effective in understanding children's care needs. Parents now receive satisfactory information on the provision and their child's learning and development. The childminder completes the required progress check for two-year-old children and provides parents with a written report about their children's early learning. This ensures that children receive early support from other professionals, if appropriate. The childminder now provides other settings with written information on children's current levels of development and her intended focus for their next stages of learning. However, she does not seek information from them. This means that she does not have effective partnerships to support some children's development fully.

The childminder now has suitable systems to actively seek ways to improve her service,

keeping a diary of reflection on activities for example. Her self-evaluation accurately identifies her strengths and some areas for improvement. For example, she is looking at ways to extend children's self-selection of art and craft materials. She has introduced a parents' questionnaire and involves children in planning the activities, to ensure she is meeting the needs of her users. The childminder meets regularly with other experienced childminders to share good practice and seeks support from the local authority. As a result, children satisfactorily benefit from the childminder's continuous improvement.

### **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
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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>	EY442902
<b>Local authority</b>	Somerset
<b>Inspection number</b>	887178
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/09/2012
<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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