

Inspection date

Previous inspection date

28/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy close relationships with the childminder, which helps them to feel safe and secure.
- Children enjoy a broad range of interesting and exciting activities, which supports them well to make good progress in all areas.
- The childminder interacts positively with the children, and as a result their communication and language skills are well developed.
- The childminder encourages parents to actively contribute information about their children's achievements at home, which supports their learning and development further.

It is not yet outstanding because

- Although children count and explore number, the childminder does not always encourage children to count in everyday activities.
- Children are not always encouraged to manage their self-care skills independently.

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 playing inside and outdoors.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's records.

Inspector

Michelle Tuck

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and school-aged son in Burnham-on-Sea, Somerset. All areas of the property are used for childminding. These include a lounge, kitchen and playroom. There is also a rear garden for outdoor play. The family has two guinea pigs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, all of which are in the early years age range. The childminder has a degree in early years childhood studies.

What the setting needs to do to improve further

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

- explore additional ways of using everyday activities to promote children's understanding of number and counting
- develop children's independence further through, for example, encouraging them to wipe their own nose.

Inspection judgements

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

Children make good progress in their learning and development because they engage in a wide range of experiences that excite and challenge them effectively. The childminder works closely with parents to gather useful information about their child's learning. She uses this information and her own observations of the children to effectively plan activities to meet their individual needs.

Children play well with one another; they work well together, taking turns and sharing. They use their imaginations well as they take the role of the customer or the shopkeeper in the farm shop. They talk about the vegetables being 'heavy' as they put them on the weighing scales, and recognise the numerals on the cash register as they pretend to calculate the cost of the childminder's shopping. Children's mathematical skills are further developed through singing number rhymes and completing number puzzles. However, the childminder misses opportunities for counting in everyday activities, such as asking the children how many pieces she has cut the apple into.

Children have many opportunities to practise their early reading and writing skills. The childminder encourages them to label their own pictures; they also have pencils and clipboards, which they use when they go out to record the things they see. She talks to the children about initial sounds of letters as they look for the items she has hidden in the shredded paper. This helps to develop their early language skills and to acquire the skills they need to be ready for school or the next stage of learning.

Children have exciting opportunities to help them understand the world. The childminder provides many open-ended resources in the garden, which the children use to make pretend bonfires and to go on a camping trip. The childminder makes the most of spontaneous opportunities to extend children's learning further; for example, she talks about the spider's web in the garden, and the children recall making their own webs, which hang inside the playroom. Children get involved in growing and tending to fruit and vegetables in the garden. They explore natural resources such as pebbles, sticks and shells, which helps them to learn about features of the natural world.

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

Children are happy and confident in the childminder's company. The childminder is warm and caring towards the children, which effectively supports their emotional and physical well-being. She gives the children lots of praise and encouragement for their achievements and good behaviour. This effectively promotes their confidence and self-esteem.

Children benefit from daily exercise and fresh air. The childminder promotes children's physical development very well. In the garden, they jump on the trampoline and kick the football. They enjoy visits to the park, where they use the equipment to develop their climbing and balancing skills. Children use brushes and rollers to paint pictures outside. They experiment with colours and add sand to the paint to give it texture. Children have access to a wide range of resources, which are clearly labelled with pictures and words.

Children enjoy a range of healthy meals provided by the childminder. The childminder involves the children in planning the menus, by discussing recipes she can make from the range of vegetables that are delivered each week. Children follow good hygiene routines and play in a clean environment. The childminder mostly encourages the children to be independent in their self-care skills; however, she does not always encourage the children to wipe their own nose, thereby missing a few opportunities to promote their independence. The childminder teaches the children to keep themselves safe through discussions about crossing the road safely and through practising the emergency evacuation procedure.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Promoting children's safety and welfare is the childminder's highest priority. She has a good understanding of child protection issues and is clear on the procedures to follow if she has a concern about a child in her care. The childminder carries out thorough risk assessments on her home, the garden and any outings that she takes with the children. She has a daily checklist in each room, which she maintains to ensure the premises is safe before the children arrive.

The childminder is experienced and qualified in childcare and has a good understanding of the learning and development requirements. She carries out detailed observations of the children engaged in activities, and uses these effectively to assess the children's progress. Plans for activities are based on children's interests; these are well targeted to ensure that all children's individual needs and next steps in learning are met effectively. The childminder routinely asks parents to update her on what the children are doing at home. She uses this information successfully to monitor the educational programme, thereby ensuring that she covers all areas of learning.

The childminder has strong partnerships with parents. She shares ideas for activities they can complete with their child at home. Parents receive newsletters and regular updates about their child's achievements and progress. The childminder has developed effective systems to link with other settings that children also attend, to ensure consistency of care and learning.

The childminder reflects well on her practice; she has a reflective journal in which she makes notes about what the children have done and learnt each day. She has also completed an Ofsted self-evaluation, in which she has accurately identified her strengths and has begun to identify areas for development. Through this process she has introduced parent questionnaires and is developing some exciting ideas to extend children's interest in the use of the camera.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY459152
Local authority	Somerset
Inspection number	907338
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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