

<b>Inspection date</b>	03/04/2013
Previous inspection date	17/03/2011

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

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

- The childminder offers a caring and friendly home environment, where children demonstrate a secure attachment to the childminder.
- The childminder encourages children to be independent in managing their personal care and dressing themselves in preparation for going outdoors.
- Children benefit from the praise and encouragement they receive from the childminder. This boosts their confidence and helps them feel good about themselves.

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

- The childminder does not always ensure her premises are safe and resources are appropriate and accessible for children to use.
- The childminder is not evaluating her practice effectively so that she can identify areas for further development to improve the quality of children's care and learning.
- Children's progress is not as good as it could be because the childminder is not always providing children with sufficient challenge or promoting their learning effectively.

## 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 indoors and outside.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records and a selection of policies and regulatory documentation.

## Inspector

Marilyn Joy

## Full Report

### Information about the setting

The childminder registered in 2004. She lives in Frome, Somerset, with her husband and three older children. Downstairs provides the main area used for childminding. Toilet facilities are located upstairs. There are enclosed front and rear gardens available for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is currently caring for nine children; of these, four are in the early years age group. The childminder also cares for children aged over eight years.

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

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

- ensure the premises are safe and suitable for children, in particular, by ensuring cleaning materials and cords attached to window blinds are inaccessible to children .
- ensure every child's learning and care is tailored to meet their individual needs by identifying their next steps and providing challenging activities and resources that promote learning in all areas; and involve parents in this process.

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

- develop robust self-evaluation processes to help review the quality of children's learning experiences and care so that areas for improvement are identified and steps taken to address, such as the organisation of a stimulating and challenging learning environment
- challenge children's thinking and creativity by using open questions with many possible answers and stimulating resources that can be used and combined in different ways.

## Inspection judgements

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

Children play sociably together in the caring environment the childminder offers. Overall, they make steady progress in their learning and development. However, the childminder does not always offer them appropriate or challenging resources or effectively extend their learning. For example, when playing in the garden the childminder comments that children like to hunt for snails and bugs. However, she does not encourage this further by providing appropriate equipment or books, even though they begin to collect stones, leaves and twigs to make a nest. The childminder has some factual books about life cycles but is not routinely referring to them during children's play to extend their knowledge. Consequently, she is not taking advantage of children's interests to extend their learning.

Older children enjoy colouring together and chatter amongst themselves. They learn to cooperate with one another and share the pens. They develop their hand-eye coordination and use of pens in preparation for later writing. This is a planned activity and there are plenty of pens and pictures to choose from. However, the activity is more suited to the older pre-school and school age children attending, rather than the toddlers. Consequently, the younger children quickly lose interest and are not sure what to do. There are some resources they can choose from but many are stored in boxes that they cannot open. Children become engaged and interested when the childminder joins in. She asks children what they would like to play with and gets out a construction kit. Children fit pieces together and the childminder praises their success. She introduces some mathematical language as they begin to talk about size and colour. She helps toddlers join two pieces and names the colours. She praises children for the long straight lines they create, which children name as a dog and point to the legs. However, the childminder does not extend this conversation further to extend children's vocabulary or encourage their thinking and problem solving. Consequently, the childminder is not consistently extending children's learning.

The childminder is beginning to monitor most children's progression. She identifies their achievements and is considering their next steps for learning. However, she is not using what she knows effectively to help her plan challenging activities to support their learning in all areas. The childminder talks to parents about children's experiences, although she has not fully developed arrangements for working together to support children's learning. The childminder is aware of her responsibility to complete a progress check for two-year-olds and has given some consideration about how to do these. She is clear on where to go for support if she feels a child is not meeting the appropriate stage in their development.

Children experience a range of activities with the childminder. They regularly go on outings and attend toddler groups. This helps them learn about the world around them, particularly in their local community. Children make cards to celebrate different events and share these with parents. However, the design is prepared beforehand and, although children learn how to fix pieces together, there is little opportunity for them to experiment with different techniques. Sometimes they create models from boxes and make binoculars from tubes. Children enjoy making cookies. They cut out shapes from the dough and enjoy eating the finished product at snack time. However, the childminder prepares the mix rather than promoting children's learning with measuring and mixing the ingredients. Children enjoy singing with the childminder and enthusiastically join in. They are keen to demonstrate they know the words and actions and, at an appropriate time in the song, repeat the words as fast as they can. The childminder adapts the songs so that all ages

can be involved. Overall, children receive appropriate support to help them prepare for the next stage in their learning.

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

Children are settled and secure in the childminder's care. She arranges settling-in routines with parents to help develop strong bonds with children when they first attend. The childminder supports children when they start pre-school. She liaises closely with the setting and parents. This is reassuring for children and helps achieve a smooth move from one provision to another. Children regularly attend toddler groups with the childminder. This means they learn to socialise with others and gain confidence in new environments.

All ages play well together and develop positive relationships with the childminder and one another. Generally, children behave well and know what is expected because the childminder provides them with consistent rules. She helps younger children learn that they must not climb on the furniture and explains they might fall. This helps children learn about risk and keeping themselves safe. The childminder thinks carefully about some potential hazards so that she can reduce risks to the children she is caring for. For example, she does not use her small chairs until she knows children can use them safely without climbing on them. However, she is not always as vigilant in making sure other potential hazards are consistently inaccessible to children.

Children develop an awareness of healthy lifestyles with the childminder. They become increasingly independent in managing their personal care and develop good hygiene habits. Children have time to develop skills for themselves as they practise putting their own coats and shoes on. Children benefit from the childminder's praise and encouragement for their growing independence, which encourages toddlers to try and fit their feet into their shoes. Children enjoy going for walks and playing in the fresh air daily. They develop their physical skills as they manoeuvre wheeled toys along the path, use the slide and play with balls. There is a reasonable range of resources available to support children's all round development. However, these are not stored effectively so that children can help themselves or make choices about what they want to do.

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

The childminder has a suitable understanding of the Statutory Framework for the Early Years Foundation Stage. She maintains all the required documentation and information from parents to help her meet children's individual needs. She is aware of child protection issues and knows what to do if she has concerns about a child in her care.

This inspection was brought forward as a result of concerns relating to the childminder's ratios on outings to and from school, aspects of her risk assessment relating to outings and children's outdoor clothing. The inspection found that the childminder understands the regulations regarding how many children she can care for. She confirms she sometimes

cares for more children in the early years age group. However, these occasions are short term arrangements to provide continuity for the children she currently cares for and fall within the requirements for increasing numbers in exceptional circumstances. The inspection also found the childminder has checked she has sufficient resources and equipment to adequately meet children's learning and development and welfare needs. In addition, the childminder describes appropriate arrangements for keeping children safe on outings, such as using reins for younger children and teaching older children about road safety. She walks to school daily and talks to parents about providing suitable clothes for the weather. The childminder uses blankets to keep younger children warm in the buggy and encourages children to wear hats and gloves when provided. This demonstrates the childminder is complying with these aspects of the Early Years Foundation Stage requirements. As a result, there is no further action regarding the concerns, as the childminder demonstrates a satisfactory understanding of her role and responsibilities towards safeguarding children's welfare and their well-being in these areas.

The childminder completes risk assessments for her home and outings. This helps her identify potential hazards. However, she does not always put effective safety measures in place to minimise risks to children. For example, she keeps cleaning materials in an unlocked cupboard under the sink. The childminder usually has a safety gate across the door to prevent children entering. However, some children independently use the bathroom which means they need to pass through the kitchen to reach it. Consequently, hazardous substances are accessible to children. In addition, the childminder has blinds in her conservatory with unsecured cords that are within children's reach, which they can play with. Consequently, the childminder is not meeting the requirements of the Childcare Register. The childminder recognises these as potential hazards but relies on supervision and children following the rules to keep themselves safe. Children usually follow the rules, although younger children are still learning them. During the inspection, the childminder moved the dangling blind cords so they did not present a risk to children.

The childminder is keen to provide a secure and supportive environment for children. She has completed some training since her last inspection and added some resources to encourage learning about the world around them. The childminder is booked on further safeguarding training to increase her understanding of child protection issues. However, the childminder has made little progress with evaluating all aspects of her provision. Consequently, children's learning is not always effectively extended. The childminder is in the process of changing the storage arrangements for her toys and equipment but at present resources are not easy for children to access.

The childminder develops positive relationships with parents. She shares a range of documentation with parents and keeps them informed about their child's daily routine, activities and care. However, parents' involvement in children's learning and development is not fully established. The childminder is aware of her responsibilities to work in partnership with other professionals. Generally, the childminder makes clear links with other settings children attend which helps promote consistency in promoting their care and learning.

## 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:

- ensure that all necessary measures are taken to minimise any identified risks to children (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks to children (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>	EY290009
<b>Local authority</b>	Somerset
<b>Inspection number</b>	907238
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/03/2011
<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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