

Inspection date

16/09/2013

Previous inspection date

21/01/2010

The quality and standards of the early years provision

This inspection:

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 make good progress in their learning. This is because the childminder works efficiently with her husband to create a successful learning environment with close support and challenge in children's play.
- Children are developing warm and trusting relationships with the childminder which helps them feel safe and focus for long periods in their play.
- The childminder promotes good manners and positive attitudes well. As a result, children behave well and are becoming polite and helpful individuals.
- The childminder works successfully with parents to promote child's communication and language development. As a result, all children communicate well and learn new words continuously.

It is not yet good because

- The childminder did not notify Ofsted of a serious accident to a child while in her care within 14 days of the incident. This is a breach of The Statutory Framework for the Early Years Foundation Stage.
- The childminder does not obtain written parental permission for each child to take part in outings. This is a breach of the requirements of The Statutory Framework for the Early Years Foundation Stage.
- The childminder's self-evaluation system is not fully effective. Consequently, she has not identified all weaknesses in practice, and parents' views are not used consistently

to further improve the quality of children's care and learning.

- Children have less opportunity to explore the lives and beliefs of one another to further develop their understanding of the world.

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 and the quality of the childminder's interaction.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.

The inspector sampled the childminder's documentation and discussed her

- knowledge of the Statutory Framework for the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 1999. She lives with her husband, who is also registered as a childminder at the same address, and two children in Wells, Somerset. The accommodation available for childminding includes use of a sitting room, kitchen diner, and toilet on the ground floor. The summer house provides an additional play area. The first floor offers sleeping facilities. There is a rear balcony and outdoor play area for children to use. The family has six dogs, seven cats, four rabbits, a guinea pig, and a small corn snake.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has seven children on roll in the early years age group.

What the setting needs to do to improve further

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

- obtain written parental permission for each child to take part in outings.

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

- develop children's understanding of the world further by exploring the lives and beliefs of one another
- develop the self-evaluation system further, to identify all weaknesses in practice, and to use parents' views more consistently to improve the quality of children's care and learning.

Inspection judgements

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

Children are making good progress in their learning in relation to their starting points. This is because the childminder plans and monitors children's progress effectively from when they start. She spends time getting to know children as individuals, their interests and their developmental stage. The childminder uses this information to assess and plan their next steps of learning every term. She records children's progress on electronic assessment forms which parents access themselves. She provides parents with a summary

of their child's progress each term as well as the required progress check for two-year-olds. This successfully keeps parents informed and allows them to get involved to further promote their child's development. The childminder responds flexibly to children's interests and ideas, and uses these to challenge children well in their play. As a result, children are interested and focus for long periods in their chosen activities.

Children are developing good self-confidence and independence which promote their personal, social and emotional development. They express clear interests and choose freely for themselves. Children manage tasks well for themselves, such as tidying up, changing their clothes and managing their own personal hygiene. Children behave well. They help actively, are learning to share well and have good manners. This demonstrates that children are developing positive attitudes and learn to consider the needs and feelings of others. Children show a good understanding of what is being said to them, and communicate well with others. The childminder encourages children to talk about what they are doing and uses picture books to extend children's language skills and vocabulary. For example, children repeatedly look at books to reinforce the everyday words they are learning. The childminder also works effectively with parents of children who speak more than one language to promote children's communication and language development in both languages. These skills all help to promote children's future learning and school readiness.

Children explore the local community and natural environment to help them understand the world. For example, when learning about harvest festival, children look for natural resources on walks in the woods and bring in vegetables to make soup. Children see some reflection of themselves as individuals within the childminder's home, such as displays of their work and some photographs. However, they have fewer opportunities to explore one another's lives, home language and beliefs to further develop their understanding of the world. Children use their imaginations well. They enjoy exploring different media and materials using their senses. For example, children mould and model dough with their hands. The childminder extends the activity by introducing other utensils which children then use imaginatively to 'make a cake', using spoons to mix the dough in bowls. The childminder also discusses colours and numbers to extend children's learning further and keep them interested and involved.

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

Children are happy and settled in the childminder's care. This is because of the effective working partnership with her husband. Together they provide children with support, appropriate supervision, and meet their routines consistently. As a result, children are forming close and trusting relationships with her. The childminder provides some reflection of children as individuals to promote their sense of self. She maintains consistent routines throughout the day which reflect the school daily routines. This supports children in the move between their home, school and other settings they attend.

The childminder provides a welcoming environment in which children choose from a good range of toys to promote their independent play. Children benefit from a clean, safe and

secure home in which they learn about keeping themselves safe effectively. For example, they learn how to manage the steps in and out of the house safely and learn about fire safety around Guy Fawkes night. The childminder and her husband work together to ensure they supervise children in person at all times. They make full use of the indoor and outdoor areas to ensure children of all ages have space to play freely and safely when attendance is high. The childminder and her husband provide children with consistent messages and support them in learning about the needs and feelings of others. Consequently, children behave well.

Children are developing healthy lifestyles. The childminder keeps records of most children's needs and any accidents, incidents and medication given to children. She maintains a clean environment in which children have some supervised access to the many pets. Otherwise, pets are kept segregated, their feeding bowls out of children's reach and the outdoor play areas cleaned before children use them. This helps to ensure pets are not a hazard to children's health. Children benefit from regular active play to promote their fitness and physical development. This includes using the equipment in the outdoor play areas, woodland walks and walking in the town.

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

The childminder did not notify Ofsted of an incident involving a serious accident to a child while in her care within 14 days of the incident. It is a requirement to do so. Ofsted does not intend to take further action. Otherwise, the childminder has a generally suitable knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She and her co-minder responded to the accident efficiently to meet the child's needs by seeking immediate hospital treatment, informing the parents and completing written records of the accident. Following the accident, she and her co-minder reviewed standards of safety and continue to support children in learning about keeping safe. The childminder is also updating her policies, procedures and risk assessments. This helps to ensure she is now fully aware of her responsibilities in informing Ofsted of serious accidents. The childminder has a suitable understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns.

The childminder demonstrates a suitable commitment to maintain improvements to the quality of care she provides. She attends some courses and workshops to update her knowledge and skills and to further help her meet children's needs. She has not updated her self-evaluation form. Otherwise, she does evaluate the quality of her provision through discussion with her husband and seeking the views of parents on questionnaires. However, these are grade questions only which do not encourage parents to actively share their views to improve the quality of their child's care and learning. The childminder has made some improvements to her provision since the last inspection. She provides additional play space in the summer house and has implemented a new assessment system to monitor children's progress more thoroughly.

The childminder establishes suitable partnerships with parents. She provides parents with information about the childminding provision she and her husband jointly provide. She obtains information from most parents regarding children's needs and consent for most aspects of care. However, the childminder does not obtain written parental permission for each child to take part in outings. This is a breach of a requirement. She does, however, keep contact and emergency numbers for all parents and risk assesses outings before children take part to help ensure she keeps them safe and secure. Some children also attend other early years settings. The childminder establishes links to exchange information regarding children's well-being and development to further promote their learning in all areas. This includes a written summary of children's progress and next steps each term.

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

Unique reference number	142325
Local authority	Somerset
Inspection number	932537
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	21/01/2010
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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