

Inspection date	23/10/2013
Previous inspection date	17/07/2009

The quality and standards of the early years provision	This inspection:	2
	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		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

- The childminder forms strong bonds with children, which helps them to settle easily and feel safe in her care.
- The childminder uses appropriate boundaries and praises children regularly, which promote their good behaviour.
- The childminder understands children's individual stages of development, which helps her to plan activities that will support their learning.
- Children enjoy a wide variety of nutritious snacks and meals, which effectively promotes their awareness of healthy eating.

It is not yet outstanding because

- The play areas and resources are sometimes not so well organised to fully support the needs and independent choices of all children.
- Children's independence skills are not always fully supported within some daily routines, which slightly reduces the opportunities for them to develop their self-care skills.

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 their play activities.
- The inspector sampled the operational policies and procedures, such as for safeguarding and accidents.
- The inspector viewed the childminder's self-evaluation form.
- The inspector viewed the childminder's planning and children's learning folders.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 1996. She lives in a cottage situated in a rural location, close to the village of Buckland St Mary, Somerset. Children have use of a sitting room, dining room, play room, kitchen and toilet facilities. There is a bedroom available upstairs for children to sleep. They also have use of a garden at the back of the premises. The family has two dogs and one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll; of these four are in the early years age range. The childminder also cares for children aged over eight years.

What the setting needs to do to improve further

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

- review the organisation of space and resources to fully support children's spontaneous ideas and choices in play, and enable them to move around easily at all times
- maximise the opportunities for children to fully develop their self-care skills, such as at snack and meal times

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She effectively identifies children's next steps of learning from her observations of their play effectively and uses this information to support their progress. For example, she sees children have a fascination with dinosaurs and plans a variety of related activities. Children carefully colour around some dinosaur stencils to make their colourful pictures and enjoy playing with the dinosaur shape cutters to make marks in their play dough. This actively supports their early mark making and creativity in play. The childminder plans imaginative activities that effectively encourage children's participation. For instance, children make a lovely rock pool in a large tray of water using shells and weeds. Children show great interest as they take some photographs of a beautiful tree in the garden. The childminder asks children to describe the colours of the leaves and they say these are 'red, orange and green'. They

talk about the conkers hanging from the branches and the shape of the leaves. They plan to take more photographs during the following weeks to see how the tree changes colour during the autumn. This actively encourages children's communication and language and actively stimulates their understanding of their natural world. In addition, it provides good opportunities for them to develop their early abilities in using technological resources. For example, as they learn how to press the button to take a photograph and then turn it off again. This helps children in gaining the necessary interest to develop their future skills.

The childminder is sensitive to how children play and extends their learning carefully through her effective questions. For example, she sees older children are unsure of which bricks will fit on top of the tower they have built. She asks them to think about the shape and size of brick they want and shows them a long and a short brick. They say they need a longer brick and decide this is a rectangle shape and fit it securely in place. Younger children are also included in this activity and show great excitement as they discover how to fit two bricks together. They manage to pull these apart and put them together again. As a result, children begin to develop their understanding of early mathematical concepts of size, shape and space. In addition, younger children show great pride as their older friends give them a spontaneous clap for their achievement. Children have great fun in their messy play as they explore coloured rice, cold spaghetti or green jelly. They say it feels 'slimy and slippery'. This provides good opportunities for children to have fun while exploring colour and texture. Children enjoy playing with the toy kitchen and pots, pans and utensils. They make a bowl of 'strawberry soup' using colourful bricks. They like to cuddle their dolls and tuck them safely into a baby carrier or feed them with the dolls bottles. Consequently, children are well supported in developing their imagination in play and act out their experiences.

Parents say the childminder is fantastic and that their children are very happy in her care. The childminder keeps them very well informed of their children's activities each day through discussion and use of a daily diary. She actively encourages their involvement in their children's learning by contributing their observations of their children's play from home. For example, she liaises with parents on summarising their children's achievements to complete the progress check for two-year-old children. This helps the childminder to identify where children are doing well in their development and where they may need more support. She works together with parents in forming the next steps for their children's learning. In addition, the childminder talks regularly with parents about their children's development and how this can also be encouraged at home. As a result, the childminder effectively monitors and supports continuity in children's progress through ongoing liaison with their parents.

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

Children are very much welcomed and valued by the friendly, experienced childminder, who gets to know their individual needs very well. For example, she recognises when younger children are ready for a nap and cuddles them while they have their bottle. Consequently, they settle easily for a comfortable sleep and wake refreshed and content. The childminder acts as a good role model and provides a calm, reassuring approach for

children. She praises them often, which actively boosts their self-esteem. The childminder gently reinforces good manners and children start to naturally say 'please', 'thank you' and 'excuse me'. This approach effectively supports children in learning how to manage their emotions and they behave well. As a result, children start to develop skills that will help to prepare them for their move to school.

Children are cared for in a comfortable home and the childminder makes good use of toys and resources to support children's interests. For instance, she provides conkers, acorns and small twigs for them to use with their play dough. The children become absorbed in decorating their play dough models with these, which encourages their imagination. The childminder fills small plastic bottles with different coloured water, bubbles, feathers or glitter. Children explore these with fascination. They laugh with delight as they shake the bottles and see the bubbles that appear from their actions. The childminder asks them what colour the glitter is and whether the feathers move slowly or quickly. They decide the feathers move slowly and the glitter is sparkly and pretty. The children hold the bottles up and then turn them upside down, watching how the contents move around in different ways. This actively encourages children in discovering how things work and changes that occur. The childminder provides a dedicated playroom and there is sufficient space for the number of children cared for in the overall home. However, the playroom is not always organised effectively to enable all children to move around easily and make independent choices in their games. This reduces the ways in which children's spontaneous ideas are supported in their play.

The childminder actively encourages children in developing suitable personal hygiene routines. She reminds them to put their hands over their mouths when coughing and has clear routines for them to wash their hands. This effectively helps children to learn about ways of preventing the spread of infection. The childminder provides children with a good range of healthy snacks and meals. They have fruit for their snacks and with their lunch. The childminder talks with children about their drawings of their favourite foods. For instance, they draw a pizza and tell her they are going to put mushrooms on the top. The childminder talks about the different meals she provides with children. They remember when she cooked pasta with pancetta and say 'that was delicious'. As a result, children are encouraged very well in learning about nutritious foods that are good for them. The childminder asks children to find the cups and plates for meals, which helps them in starting to take small responsibilities. However, she does not always include children in preparing their snacks, such as cutting up bananas, and they do not pour their own drinks. Consequently, this slightly reduces the opportunities for children to develop their independence skills within everyday routines. The childminder forms very positive relationships with children, which helps them to feel safe in her care. She supports children in taking 'safe' risks, for instance as they attempt to climb up the steps of a higher slide. The childminder gently reminds children why it is safer to sit on their bottoms on their chairs rather than kneel on them. This actively helps children learn to identify possible dangers and learn how to keep themselves safe. The childminder provides lots of exciting outdoor play activities for children and they often go for walks in the surrounding fields. In addition, children like exploring the play equipment in the school playground, when they go to collect their older friends. This means children have positive opportunities to develop their physical strength and enjoyment of exercise, which will help them keep fit

and healthy.

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 Statutory Framework of the Early Years Foundation Stage. She continues to attend short courses, such as safeguarding training, and has a sound awareness of procedures to follow should a concern arise. The childminder has formed clear policies and procedures in relation to safeguarding. For example, she keeps detailed records of any accidents or incidents. She keeps parents well-informed of any issues relating to children's well-being. In addition, the childminder monitors her accident records in conjunction with the risk assessments completed. This helps her to assess the effectiveness of the safety prevention she has in place. For instance, she has identified ways of helping younger children to go up and down a kitchen step more safely. This actively helps to promote children's safety and welfare.

The childminder makes sure that children's individual needs are well-considered when agreeing care arrangements. She shows a good ability to plan appropriately for the different ages of children present at any one time and makes sure that each child receives personalised care and good support for their learning.

The childminder is reflective of her practice and monitors children's progress in liaison with their parents. This helps her to evaluate the effectiveness of the activities offered to children as she identifies any gaps in their learning. The childminder has made positive improvements following the recommendations made at the last inspection. For example, the front door is now kept locked at all times, which helps to protect children from unwanted visitors. The childminder has also updated her systems for administering any medication and keeps clear records, which are shared with children's parents. This promotes children's good health and continuity in their care with parents. In addition, the childminder has developed better systems of working with other settings that children attend. She shares her observations on their development and maintains ongoing communication with these providers. As a result, they are able to work together, providing a cohesive approach to supporting children's learning needs.

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	142126
Local authority	Somerset
Inspection number	928752
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	17/07/2009
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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