

Inspection date	15/11/2013
Previous inspection date	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

- The childminder and the children share warm and trusting relationships, which helps them, feel secure and supports their emotional well-being.
- The childminder supports children well to develop their communication and language through engaging in lively chat and conversations.
- The childminder provides a broad range of experiences, which interest the children, and supports them to make good progress.
- The childminder has established positive partnerships with parents, which contributes positively to children's care, learning and development.

It is not yet outstanding because

- Children have fewer opportunities to explore every day objects made from natural materials.

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 interactions between the childminder and children.
- The inspector sampled documentation, including children's records.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and two children in Burnham-on-Sea, North Somerset. Childminding mainly takes place on the ground floor, although children use the first floor bathroom facilities and sleep in the master bedroom. There is an enclosed rear garden outside play. The family have two dogs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children in the early years age range on roll.

What the setting needs to do to improve further

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

- extend children's opportunities to explore and investigate everyday objects, such as treasure baskets.

Inspection judgements

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

The childminder provides a broad range of activities, which children enjoy, and supports them to make good progress in all areas of learning. The childminder works closely with parents to gather information about children's individual needs when they first start. She makes regular observations of the children engaged in activities and uses these to plan for their next steps. For example, the childminder noticed that children enjoy listening and moving to music. Consequently, she has introduced a regular 'movers and shakers' session at home. This supports children to express themselves through movement and dance.

Children are inquisitive and enjoy exploring. The childminder teaches children to push buttons on toys, so that they make a noise. The childminder interacts at a high level with the children, repeating words and sounds back to them, to help them speak and increase their vocabulary. This effectively supports children to develop their communication and language skills. The childminder says 'ready, steady, go' as she pushes the car down the slope. Young babies copy the childminder and repeat the action and the words. The childminder gives the children lots of praise; she claps them and tells them how clever they are. This effectively promotes children's confidence and boosts their self-esteem.

Children enjoy being close to the childminder. Children sit on the childminder's lap; they help to turn the pages of the book as they listen to the story. The childminder talks about the characters in the book and uses her voice to make the noises of the animals in the story. Young babies make good attempts to copy the noises and the words that they hear.

This successfully supports children's curiosity about the world and develops their literacy skills. The childminder encourages children to be independent. They are encouraged to use the bathroom independently, dress for outside play and feed themselves when age appropriate. This helps to ensure they are acquiring the skills and attitudes they need to be ready to move onto their next stage of learning and development.

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

Children have formed strong attachments to the childminder; this means they feel secure which effectively supports their emotional and physical well-being. Children access a good range of resources, most of which are stored at child height. This promotes children's independence and choice in play. However, currently most of these are made from plastic and other manufactured materials. Children have fewer opportunities to explore 'treasure baskets' with everyday objects made from natural materials, such as wooden spoons and sponges.

The childminder is kind and gentle in her approach. She praises the children regularly for their efforts and achievements, which successfully promotes their self-esteem. The childminder teaches the children how to keep themselves safe. She talks to the children about how to cross the road safely, asking them to look and listen for the cars before they cross. The childminder talks to children about the 'house rules' and why these are in place to keep them safe.

The childminder helps the children learn about the importance of living a healthy lifestyle. She effectively promotes children's physical development, as they have regular opportunities for fresh air and exercise. They play at the park on the slide and cross the balancing bridge. They ride on bikes, scooters and enjoy active games of football. The childminder teaches the children about the importance of good hygiene procedures and healthy eating.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She has carried out thorough risk assessments on her home and garden. She has thought carefully about any trips that she makes with the children and taken appropriate steps to reduce hazards. She also carries out daily visual checks on her home to ensure that it is safe for when the children arrive. The childminder has a secure knowledge of child protection issues. She is able to recognise the signs that would cause her concern and is secure in her knowledge of the correct reporting procedure to follow. These elements help to ensure that children remain safe whilst in her care.

The childminder has a very good understanding of the learning and development requirements. Her systems to monitor and assess children's learning and progress are effective to ensure that the activities she plans for the children build on what they already

know and can do. This means that she quickly identifies any gaps in learning and puts appropriate plans into place to narrow these. Children's learning journals and records track children's learning to show they make good progress in all areas.

The childminder has established positive partnerships with parents. The regular exchange of information and good communication effectively contributes to meeting children's needs. The childminder is aware of the importance of sharing information when children attend another early years setting. The childminder evaluates her provision accurately. At the end of each week she considers how involved children have been in the activities and what they have enjoyed. She identified that she was offering too many adult-led activities, which affected lunchtime and resulted in over tired children. In order to improve this, the childminder now encourages more child led activities, which now provides a better balance and encourages children's independence.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY452885
Local authority	Somerset
Inspection number	904629
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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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