

Inspection date	08/11/2013
Previous inspection date	03/01/2013

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 effectively promotes children's good health, as they follow effective daily hygiene routines and take part in physical activities.
- The childminder has strong partnerships with parents, which effectively contributes to meeting children's needs.
- Children thoroughly enjoy sharing books and stories, which promotes their communication, language and literacy skills well.
- The childminder and children share warm and trusting relationships, which helps children to feel safe and secure.

It is not yet outstanding because

- Although the childminder counts and sorts with the children, there are fewer opportunities for them to combine groups of objects and use mathematical language.

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 childminders interaction.
- The inspector sampled documentation, including children's records, policies and procedures.
- The inspector engaged in discussion with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents views, through letters.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2004. She lives with her partner and one school age child in Yeovil, Somerset. Childminding mainly takes place on the ground floor, with access to the first floor for the bathroom facilities. There is a fully enclosed rear garden for outside play. The family has a rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll, three of whom are in the early years age range.

What the setting needs to do to improve further

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

- enhance children's understanding of number further during activities and discussion, by providing opportunities for them to combine and separate groups of objects and to use the vocabulary involved in adding and subtracting.

Inspection judgements

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

The childminder provides children with a broad range of activities and experiences, which successfully promote their development in all areas of learning. The childminder works closely with parents to gather information about children's individual needs and interests, which she uses successfully to help them settle. The childminder observes children completing activities, makes accurate assessments on their developmental stage and plans for their next steps in learning. This helps the childminder to identify any gaps in learning and plan focused and targeted activities to narrow these.

The childminder interacts warmly with the children and effectively supports them in their chosen activity. Children use the play dough to make pretend pizzas. Children choose the toppings they want for their pizza and the childminder cuts the play dough into pieces to make the different toppings they suggest. The childminder skilfully introduces counting into the activity to promote children's understanding of mathematics. For example, she asks the children to guess how many pieces she has cut the play dough into without counting them. She introduces words such as 'biggest' as they compare the size of the pieces, and they discuss what the different toppings look like. There is some good quality teaching during this activity, however the childminder does not routinely extend children's learning further. For example, children have too few opportunities to combine two groups of objects or make simple calculations.

Children thoroughly enjoy looking at books and listening to stories. The childminder makes and uses story sacks with the children. Children enjoy cuddling up with the childminder on the sofa and listen to their favourite stories. They count the fruit, join in with familiar phrases and recall the story perfectly. This shows that children have learnt about the life cycle of the butterfly. It supports children's understanding of the world and promotes their communication and language effectively. Children are interested and enthusiastic in their play, they enjoy active discussions with the childminder and as a result, they are quickly extending their vocabulary. These experiences help to promote children's future learning skills.

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

The childminder is warm and caring towards the children, they have developed secure attachments, which help them feel safe and secure. The childminder knows the children well and provides a good range of toys, which reflect their interests and developmental stage well. The childminder acts as a good role model for the children; she provides gentle reminders and gives the children lots of praise to acknowledge their achievements. Consequently, children behave well, are considerate of others' feelings and show good manners throughout the inspection and during the school run. The childminder helps the children to learn about keeping themselves safe. She uses clear and consistent messages so they know what they must do in order to keep safe when they go out. For example, they are aware that they must stay close to the childminder when they are in the school playground and they are able to tell the inspector that the 'green man' means that they can cross the road safely.

Children learn about healthy lifestyles. The childminder provides healthy options at snack and mealtimes. She takes the opportunity to talk about healthy eating as they engage in play activities. Children have good opportunities for physical play on a daily basis. They enjoy active play in the garden, visit indoor play centres and socialise with their friends at various groups. This supports children's physical development and promotes their social skills. The childminder teaches the children about the importance of good hygiene routines and they routinely wash their hands after using the bathroom, with no need for a reminder.

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

The childminder has good knowledge and understanding of the safeguarding and welfare, and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She follows robust procedures to ensure that children's safety and well-being is given the highest priority. The childminder completes thorough risk assessments on her home, garden and for any outings that the children go on. She carries out visual checks on her home daily to ensure it is safe and children are always supervised appropriately. This helps to keep children safe and secure. The childminder has a good understanding of child protection issues and is aware of the correct procedures to follow in

the event of any concerns. This further promotes children's well-being.

The childminder has strong partnerships with parents. Parents receive useful information about the childminder's provision and details about the Statutory Framework for the Early Years Foundation Stage, which was a recommendation at her previous inspection. This helps parents to feel involved in their child's learning and understand how the childminder is supporting their learning. The childminder shares children's progress reports with parents, including the required progress check for two-year-olds. Parents share their views with the childminder about her provision. Parents comment that the childminder makes learning fun and their children have developed new skills. The childminder works closely with other settings that children also attend. This helps to promote consistency in care and learning.

The childminder has effective self-evaluation systems to enable her to monitor the effectiveness of the educational programme and identify any areas for development. She has attended a workshop about completing the two-year progress check and attended a course to learn about signing, which she now does with the children. This shows that she has a good capacity to maintain continuous improvement.

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	EY289470
Local authority	Somerset
Inspection number	941087
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	03/01/2013
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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