

Inspection date

Previous inspection date

05/12/2013

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 provides a safe and secure home, in which children move around confidently and explore freely.
- The childminder interacts warmly with the children, which helps them to form secure attachments with her and supports their emotional development.
- Positive partnerships with parents support the childminder to meet children's individual needs well.
- The childminder provides children with many opportunities for fresh air and exercise outdoors, to support their physical development.

It is not yet outstanding because

- Children have fewer opportunities to count and use numbers in everyday routines.
- The childminder's self-evaluation does not include all areas of practice, or the views of parents.

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 in the lounge and dining room.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's records.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and baby daughter in Frome in Somerset. The childminder uses the ground and lower ground floor for play activities. This consists of a lounge, kitchen, dining room, playroom and a snug. There is a ground floor toilet, and a rear courtyard for outside play.

The childminder is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. There are currently two 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:

- provide more opportunities for children to count and use number in everyday routines
- develop further self-evaluation systems to include the views of parents.

Inspection judgements

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

Children happily engage in a good range of activities, which interest them and meet their individual needs successfully. Parents provide useful information about their child's starting points, which the childminder uses with her own observations to plan activities. This helps them to make good progress. She has a good understanding of the children's different stages of development. For example, to encourage children to become mobile the childminder places resources, which interest the children on the sofa. This encourages them to begin to pull themselves up and move around holding onto the furniture. This also helps them to be ready to move onto the next stage in their development.

Children confidently explore their surroundings. Children enjoy filling buckets with different items and experimenting with sounds and noises as they play. The childminder interacts warmly with the children, repeating sounds and words. This supports children's communication and language skills, and extends their vocabulary and understanding. The childminder provides a range of activities to encourage children to use their senses. For example, young children have great fun exploring the flour or the jelly. They roll plastic bottles full of small balls and chase them across the room. They correctly match the teapot lid with the teapot and the sugar bowl lid with the sugar bowl, smiling proudly at their achievement.

Children thoroughly enjoy experimenting with sounds and smile happily as they move in time to the rhythm of the music. The childminder bangs different items on the drum, which the children copy. She sings along to the song that the caterpillar book sings and the children press the button on the caterpillar's nose to make the lights flash and the song play. This helps children learn about simple technology. The childminder introduces words such as big and small as the children play with the stacking cups. However, the childminder does not always use number and counting during the activities and everyday routines, to introduce number and develop counting skills from a young age.

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

The childminder has effective procedures in place to identify and minimise potential hazards. This means that children are safe and secure in the childminder's home. The childminder shares close relationships with the children; she provides regular cuddles and gently reassures children if they become upset. This successfully promotes children's emotional and physical well-being. The childminder supervises young children closely; she provides clear and consistent boundaries so that children understand what behaviour is acceptable. For example, she reminds children to sit down on the sofa, rather than stand and she explains to a child why she is putting him into a highchair to keep him safe whilst she puts another child to bed. The childminder talks to the children about road safety. She has taken appropriate action to ensure that she could carry out an emergency evacuation procedure quickly when caring for three young children. For example, she has a backpack and a buggy stored by the front door, which she would use to evacuate the children safely in the event of a fire.

The childminder teaches the children about the importance of living a healthy lifestyle. She provides them with healthy options at snack and mealtimes. The childminder talks to them about why she is wiping their hands and they have daily opportunities to get physical exercise and fresh air. The childminder liaises closely with parents to ensure she has a good understanding of individual medical and dietary needs. This all contributes towards keeping children healthy and promotes their physical development effectively.

The childminder organises the toys and resources effectively to support the children's individual needs. Children can access most resources for themselves, which promotes their independence and free choice in play.

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 Early Years Foundation Stage. She has good knowledge of child protection issues and is aware of the correct reporting procedure in the event of any concerns about a child's well-being. She has carried out thorough risk assessments on her home, outside area and for any outings that she takes with the children. The childminder supervises

children well and she provides a safe and secure environment for the children. She ensures that she gives children's safety the highest priority.

The childminder has a clear understanding of the learning and development requirements. She makes regular observations of the children engaged in activities and uses these successfully to track children's progress and identify areas where they need further support. The childminder has effective systems in place to monitor the educational programme, to ensure that she covers all areas of learning effectively. Partnerships with parents are positive. The childminder uses a daily diary with the parents and regular discussion to promote a two-way flow of communication. This also ensures that parents can feel involved in their child's learning and development.

The childminder has begun to reflect on some areas of her provision. She has identified relevant courses to support children in her care and to maintain her professional development. Such as, a course to learn how to complete the progress checks for two-year-old children. She has implemented improvements, such as reorganising the day to ensure it meets children's individual routines. As yet, the views of parents are not fully included in this process. The childminder is aware of the importance of linking with other early years settings that children attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY461616
Local authority	Somerset
Inspection number	923485
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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