

Inspection date

Previous inspection date

23/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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 requires improvement

- The childminder encourages children's physical development well through use of enjoyable music and movement activities.
- Children play happily in the comfortable, inviting play room, where they can access a range of exciting toys to support their play.
- The childminder encourages children's early communication skills well through positive use of their favourite stories.

It is not yet good because

- The childminder has not fully established her risk assessment systems to ensure suitable prevention is put in place to help minimise all possible risks.
- The childminder was unable to provide a valid first aid certificate at inspection.
- The childminder has not fully established fully effective systems of monitoring children's developmental progress in all areas of their learning.
- The childminders self-evaluation does not sufficiently identify all areas of practice that need further development.

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's play activities inside and outside.
- The inspection had discussions with the childminder on children's development.
- The inspector sampled operational policies and procedures, such as risk assessments and planning and assessment systems.
- The inspector viewed children's learning journals and scrapbooks.
- The inspector viewed the childminder's self-evaluation form.

Inspector

Mary Daniel

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and their three children in the village of Stogursey, Somerset. Childminding takes place in a converted barn on the premises and children have use of a main play room downstairs and toilet facilities and a bedroom for sleeping children upstairs. The family has a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom three are in the early years age group. The childminder has completed a Level 3 childcare training course.

What the setting needs to do to improve further

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

- ensure a current first aid certificate, showing the completion of a 12 hour local authority approved course, is available at all times
- improve the risk assessment systems to ensure appropriate action is taken to remove or minimise all identified risks, with particular regard to children's safety in the garden

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

- strengthen systems of self-evaluation to accurately target areas for improvement in all aspects of practice, and ensure all requirements are fully met
- develop further the use of assessment systems to effectively monitor children's progress and identify any gaps in their overall learning, such as within their self-care skills.

Inspection judgements

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

The childminder demonstrates a generally sound understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She provides an interesting range of play activities that children enjoy. For example, children help her mix paint and water together and then freeze this to make

colourful ice. They notice the change in the mixture and talk about what has happened. The childminder provides a range of craft activities for children. For example, they are keen to find the different sized pebbles they collected from a visit to a beach and paint these red, blue, green or yellow. They enjoy playing with a soft shaving foam or soap and tissue mixture. The childminder provides different coloured paint and glitter for children to use and they create colourful, sparkly Christmas trees and wreaths. As a result, children are well supported in exploring colour and texture through enjoyable play activities. In addition, the childminder displays their artwork on the wall, which helps children feel their efforts are valued. The childminder has started observing children's play and planning for their next steps of learning. This helps her to provide activities that overall support children's development. However, she is still establishing these procedures and ways of monitoring and identifying any gaps in children's overall achievements are sometimes limited.

The childminder uses colourful animal picture cards effectively to engage children's attention. She talks to them about the pictures they see of a tiger, elephant or a sea turtle. She tells children a dolphin lives in the sea. As a result, children's listening and attention skills are well supported in activities and they begin to gain awareness of their natural world. Children enjoy looking through books and concentrate well as they listen to the childminder read a favourite story. She talks to children about the colours of the cars they see in a book and sounds out the first letters of words with them. Children willingly attempt to copy her and she reinforces their words and sounds correctly. This effectively encourages children's enjoyment of stories and actively promotes their early communication and literacy skills. Consequently, children start to gain the necessary interest to develop their future learning.

The childminder helps children complete a colourful puzzle by talking about the colours and pictures on the puzzle pieces. This supports children in developing their awareness of space, size and shape. The childminder encourages children's imagination as they play with small world toys, such as a farm or dolls house. This provides children with opportunities to act out their experiences in their play. The childminder understands the process of completing the progress check for two-year-old children. She summarises their progress and shares this with parents. The childminder encourages parents involvement in their child's learning through discussion and sharing photographs of their activities. She talks to them about how she plans to support children's development. This helps to promote continuity for children in their learning.

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

The childminder does not fully promote children's well-being due the weaknesses in leadership and management regarding assessing risks and the lack of an available first aid certificate. However, children are happy and content with the friendly childminder who gives a caring, reassuring approach. She talks quietly with the children and keeps clear daily routines, so they feel secure in her care. The childminder regularly takes children to local toddler groups, where they enjoy meeting with their friends. This promotes their socialisation skills well and helps them gain confidence away from their main care setting.

The childminder forms simple house rules with children, such as treating toys with respect. She encourages them to tidy up a game and also to share their toys nicely with their friends. She praises children for helping and being kind. For example, as children fetch her boots for her to put on as they get ready to go outside. Consequently, children develop positive attitudes to others and start to understand about what is right and wrong. This helps them develop skills that will promote their move onto school.

The childminder talks to children about where to cross roads safely. For instance, when they go on local walks they talk about listening and looking for cars. She explains why it is important to wear seat belts in the car. This helps children develop an awareness of keeping themselves safe. However, although the childminder has formed an emergency evacuation procedure, she has not practised this with the children. This means they are not effectively supported in developing all aspects of their self-care skills. For example, so they learn how to leave the premises quickly and safely in an emergency. The childminder keeps play areas clean and generally encourages children to wash their hands, such as after they use the toilet. The childminder makes sure children can access their drinks beakers when they want. She grows sunflowers and vegetables, such as brussel sprouts, with children. In addition, children enjoy eating the plums and cherries they pick with the childminder from the fruit trees in the garden. This contributes to how children develop an enjoyment of eating healthy foods.

Children are cared for in a comfortable, inviting play room where space and resources are organised well to support their play. For instance, they can easily choose their favourite books, which are stored on low shelving. They go happily to cuddle up with the childminder on the large sofa as she reads them these stories. Children are keen to join in with activities. They readily find their aprons and stand at a low table to do some painting and can easily reach their paint and brushes. Children have fun in a music and movement session. They pretend to row their boats together or march like a soldier. They enjoy stretching, bending and swinging their arms as they move around following the actions of a favourite song. The childminder takes children to a local soft play centre, where they can run and climb freely. As a result, the childminder supports children well in developing control of their large physical movements through enjoyable play activities.

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

The childminder is developing an appropriate understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has completed online safeguarding training and has a suitable understanding of child protection issues and procedures to follow should any concern arise. This helps to protect children's welfare.

The childminder has completed a risk assessment on the premises and has identified suitable prevention. For instance, the oven is switched off at the mains and stair gates are fitted. This helps to keep children safe, although the childminder has not fully addressed some aspects of identified risk. For example, the garage is not fully secure from children

accessing and building rubble is piled in the side areas of the garden. This is a breach of requirements for the Early Years Register and the Childcare register. However, the overall impact on children is minimal as the childminder supervises them well. At this inspection the childminder was unable to locate her training certificate for the required local authority approved paediatric first aid course. This should be available for inspection and is a breach of requirements for the Early Years Register. However, the impact on children is minimal as the childminder has also attended a shorter top up paediatric first aid course. This helps her build on her knowledge of managing accidents and injuries appropriately. This also means that she meets the requirement for completing an appropriate first aid course for the Childcare Register.

The childminder has reflected on her practice since registration and works hard to improve her provision. For example, she has completed several short training courses and now holds a Level three child care qualification. However, evaluation systems overall are still in the early stages of being established, for instance, to ensure all registration requirements are fully met. She keeps parents well-informed of her practice and shares her operational policies and procedures with them. This helps to promote continuity in children's care and well-being. The childminder understands her responsibilities in sharing information on children's development with other providers they attend. However, she currently has no children on roll who attend another provider.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)

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	EY440706
Local authority	Somerset
Inspection number	886475
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
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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