

Inspection date	12/02/2014
Previous inspection date	10/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children settle quickly and enjoy their time with the childminder because they feel welcome and make secure attachments.
- The childminder provides an environment is rich in language opportunities and promotes children's communication skills through stories and songs.
- Children learn to behave appropriately because the childminder is attentive and quick to reinforce expected behaviour guidelines, the children know what is expected of them and therefore feel secure.
- The childminder keeps accurate records of the children's development and this means there is a clear route to progress their next steps of learning.

It is not yet outstanding because

- The childminder does not use every opportunity to extend children's independence, for instance by preparing their own snack or choosing when to play outside.
- The childminder does not consistently seek and use the contributions of parents to support her self-evaluations processes.

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 the children at play indoors.
- The inspector looked at documentation including policies, risk assessments, planning and individual children's files.
- The inspector discussed the provision with the childminder at appropriate times during the inspection.
- The inspector looked at recommendations given by parents about the provision.

Inspector

Shirelle Norris

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and son in Frome, Somerset. All areas of the childminders home are included in the registration, with care mainly provided on the ground floor, with access to toilet and rest facilities on the first floor. There is an enclosed rear garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, four of whom are in the early years age group.

What the setting needs to do to improve further

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

- strengthen opportunities for child initiated play and extend children's choices to play inside or outdoors
- enhance the partnership with parents by providing more opportunities to contribute to the self-evaluation process.

Inspection judgements

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

The childminder provides the children with ample opportunities for them to learn and develop. The teaching ensures that children are offered activities in all areas of learning and these are tailored to meet their specific stage of development. The childminder adapts activities according to age and ability to enable all children to be fully included. The teaching is engaging and children listen attentively to stories read with enthusiasm. The childminder captures their imagination and sustains their interest because she has dedication and expression as she reads. For instance when she reads a favourite book, the story flows to a rhythm and the characters are given voices, so the children are transfixed. As the story progresses, children learn new words, rhythm and rhyme, so their language and literacy skills are promoted. Children become engaged in songs and rhymes throughout the session and the childminder encourages them to join in using actions, promoting their coordination. The childminder participates in their play, acting as a good role model. For example, the children march like soldiers as they sing the 'Grand Old Duke of York' with the childminder singing along.

The playroom is tidy and well organised, the resources are varied and easily accessible to the children, children move freely around the area and the childminder supports their play.

Sometimes the input from the childminder lessens the chance for children to make their own decisions about the direction of their play.

Children make progress in their learning because the childminder knows how to provide the best possible opportunities for them. The childminder observes and assesses the children's development using a variety of methods. She uses the information that she gathers to plan activities that help them achieve their next steps of learning.

The childminder teaches the children about the seasons and they change the calendar every day and discuss the day, dates and months. This helps them to have an understanding about time and learn about the world they live in. Children learn about mathematics whilst they play. The childminder is quick to seize every learning opportunity. She encourages children to count aloud when they rhyme, and name colours and shapes as they play. At snack time children sit quietly and their behaviour is good. This is because the childminder makes certain that boundaries and acceptable behaviour is reinforced and praised. Consequently, children feel secure because they know what is expected of them. The childminder leads the snack time and this means there is little chance for the children to be involved in this process. However, the children thoroughly enjoy the chance to learn about healthy food.

Children are making good progress in their learning through the childminder's effective teaching skills. This helps children to be well prepared for the next stage of learning at school.

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

The childminder makes strong, secure attachments with the children. The children are looked after in an extremely safe and loving environment. They have a genuine connection with the childminder and this makes sure they build confidence and self esteem. Consequently the children are able to learn and develop well because the environment is ideal and tailored to meet their needs.

Children enjoy healthy snacks and they learn about the benefits of a healthy diet through conversation and when playing. Role play activities like making tea with pretend food provoke learning about vegetables. The childminder teaches children to identify and name vegetables and fruits like aubergines and garlic. This incites children's curiosity as they learn new words. It triggers questions which are welcomed and celebrated by the childminder and stimulates their learning.

Children learn to behave appropriately because the boundaries are set out clearly. The playroom has a set of rules that encourage acceptable behaviour and she reiterates and reinforces these as children play. When children are reminded of the rules they respond positively and are praised for their reactions. The consistent praise ensures that children are given every chance to feel accepted and are rewarded for their efforts.

Pictures that children have created are displayed in the playroom. These alongside

photographs of them playing give the children a sense of ownership. The children are able to refer to their previous activities and talk about what they have previously done this enhances their emotional well-being and stimulates their reflection and memory. Children learn about cultural differences and customs and traditions through a variety of means. Resources and supplementary toys regularly borrowed from the toy library ensure that children have every opportunity to learn about different skin tones, traditions and customs and therefore begin to build an understanding of the world we live in.

The hygiene regimes are robust and the childminder is aware of any potential hazards that may harm the children in her care. There are risk assessments that ensure this standard of safety is maintained. Stair gates, socket covers and fire blankets are in place to make sure safety is paramount. Children are well prepared for their next steps of learning because the childminder is consistently monitoring their progress and consequently assessing each child's well being.

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

The childminder has devised effective systems of planning to meet the needs of the children in her care. She has a clear understanding of the Early Years Foundation Stage and this is evident in the manner to which she organises the weekly schedule. Children benefit from trips to local children centres where they can socialise with other children and take part in a multitude of activities that promote their development. This also gives the childminder the opportunity to exchange ideas and share good practice with other childminders.

Arrangements for children to enjoy a varied experience and opportunities to develop their learning have been cleverly thought out. Consequently, children make good progress. Likewise the approach to obtaining important information that informs individual learning has evolved to make certain children are progressing in their development. Individual observation and assessment sheets monitor where children are in their learning. Children's learning profiles show photographs and comments that have been shared with parents. It is a keepsake that parents will eventually have and shows a record of their children's learning whilst at the setting. The childminder has adopted a variety of methods to collect information and evidence that supports the children's development and this is recorded efficiently.

The childminder has a thorough understanding of her role and responsibilities in meeting the safeguarding and welfare requirements. She has completed safeguarding training and knows what to do if she is concerned about a child in her care. The environment is safe due to thorough risk assessments. The health and safety procedures at the setting are efficient and effective.

The childminder has a positive outlook towards her responsibilities and is enthusiastic to study further. The links and exchange of information with local childminders demonstrate the drive for improvement; good practice is shared and disseminated. Partnerships with

parents are good and letters of recommendation evidence this. However, parents are not given enough opportunity to contribute to the provision; their views are not always considered with regard to maintaining and improving the practices. The childminder has good links with local childminding networks and also with nurseries that some children attend; she makes sure that connections are made to benefit the children in her care.

Self-evaluation and reflection on the provision is effective and the childminder uses a format that allows her to judge her own practice. She is able to monitor her progress and equally detect any weakness and act upon them. The process ensures that plans to sustain and improve the provision are effective.

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	EY431167
Local authority	Somerset
Inspection number	816671
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	10/01/2012
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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