

Inspection date	14/02/2014
Previous inspection date	21/02/2012

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

- The childminder makes close, secure connections with the children she cares for and this means they learn and develop in a caring environment.
- Warm, kind interactions, which stimulate language development, are plentiful and the childminder uses her knowledge about the children to do this.
- The childminder provides activities and resources which meet children's development needs. She tailors activities to support their learning and development.
- Partnerships with parents are strong and this is because communication is good and information is exchanged regularly.

It is not yet outstanding because

- The childminder does not use of photographs to enhance the learning profiles to enable children, parents and carers to have a clearer record of children's achievements.

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 at play in the childminder's home.
- The inspector discussed the provision with the childminder at appropriate times during the inspection.
- The inspector sampled paperwork such as policies, risk assessments and children's individual files.
- The inspector sought the views of parents through written evidence.

Inspector

Shirelle Norris

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband in a semi-detached house, in Frome, Somerset. Children have use of a living/dining room, kitchen and lobby area downstairs and upstairs there is a bedroom, which is used for sleeping, and a bathroom. There is an enclosed garden available for outdoor play activities at the back of the premises. The family has two dogs.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is one child on roll who is in the early years age range.

The childminder has completed a National Vocational Qualification (NVQ) at level 3 in childcare and early years education.

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 development records through the use of photographic evidence to support the observations to provide a clearer record for children, parents and carers.

Inspection judgements

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

The childminder successfully meets the needs of children because she uses her good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. She offers interesting and challenging support to children to help further develop their learning. This is carried out efficiently as the childminder makes secure links with parents and this demonstrates that continuity of care is given a high priority.

Children learn about sorting shapes and, as the childminder teaches the names which identify the shapes, children are fascinated and focused. This is because the childminder's manner is gentle and perfectly attuned. Her communication is appropriate and supportive for children. This skilful connection with children helps them to learn new words and enhance their understanding and development. Counting is carried out during play and this is also promoted instinctively while the children are at free play. The childminder consistently supports children's language development. She repeats sounds back to babies as they babble and experiment with words. Children benefit from frequent opportunities to share books and learn nursery rhymes and songs. The childminder sits on the floor with babies as they excitedly bounce up and down to the music. The childminder helps babies

to a standing position and they squeal with delight as they move and dance to the music.

The childminder is an excellent role model and she plays imaginatively with the children, for instance she pretends to talk to a child's brother on the phone. The child is completely transfixed as he listens and tries to replicate the play.

The setting is well resourced with appropriate, stimulating toys, which help children to learn. Every area of learning is supported because the childminder has carefully organised the room to offer the opportunity to learn in all areas. Children are able to extend and challenge their learning as they play because resources and combined knowledge from parents and the childminder work together to create an ideal environment.

The childminder adapts resources and activities to ensure that children with additional needs can be effectively included. Assessments and observations of children are good and consequently, the teaching allows further development to be considered. The childminder effectively promotes learning using her knowledge of the children and plans for potential extensions of learning. For instance when babies begin to explore and crawl, the childminder encourages them to stretch and reach for toys to help them move on physically.

Snack and lunch times are exciting and a healthy outlook is promoted fully. The childminder is committed to working with the parents to ensure that there is continuity of care. Specific routines such as meal times and sleep regimes are adhered to and parents commend this attitude. Trips to music sessions, soft play areas, the library and the local park guarantee that the children have a wide range of experiences while at this setting.

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

Children are extremely settled with the childminder because she offers a secure, warm and genuinely caring environment. Secure and genuine attachments are formed with the children and this means they are happy and building self-assurance. The childminder encourages the children to be independent and she recognises that this will help to develop their self-esteem. The childminder encourages children to explore resources. She encourages young children as they try, and struggle, to empty a box of bricks so that they develop the motivation to try again.

Children experience a wide range of social events because there are plenty of opportunities to interact with others. The childminder makes certain that this is part of her regime; she plans a schedule that is full of events which offer broad learning opportunities. Participation at music sessions offers children the opportunity to learn while they are interacting with others. Observations and assessments of children's achievements and involvement are also taken while they are at these sessions. These give the childminder the chance to observe from a distance and see the interaction and development of children as they play with others.

Children start to develop an open attitude to people's differences through the good

example set by the childminder. They have access to resources reflecting their own family backgrounds and cultures, as well as those of others. This promotes positive attitudes toward difference. Children also have opportunities to get involved in fun activities based on festivals such as Chinese New Year when they attend children's groups. The range of resources is selected with forethought and children are provided with the opportunity to access all areas of development. The childminder sings and uses puppets to enhance learning. When she uses a puppet to support the song Old MacDonald's Farm, she is uninhibited and makes animal noises, which provokes laughter and excitement. The childminder uses the puppets to help the understanding of the song; this method of communication supports social and emotional development as well as communication skills. The puppets are subsequently left for children to freely use and explore, affirming familiarity.

The childminder has a positive approach to managing children's behaviour. She focuses on praise and encouragement, which is effective, as children behave well. Good arrangements are in place to promote children's welfare with regard to their health and safety. This is through the childminder's high level of commitment and secure understanding of requirements and guidance. The childminder has adopted systems of protecting children which reflect her knowledge and commitment to keeping children safe. There are risk assessments, stair gates and safe areas to make sure that children are kept away from harm. Areas used by the children are safe and well maintained. A healthy diet is promoted because the childminder is aware of the benefits of providing nutritional food for children.

Children are well prepared for their next stages of learning because the childminder has arranged suitable connections with other settings. She has a wide ranging childcare network which she is familiar with. By making these connections she is able to ensure that children and parents are well informed and well prepared for their next steps.

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

The childminder ensures that children are given every opportunity to progress their development while in her care. She teaches with good knowledge of the Statutory Requirements of the Early Years Foundation Stage and knows that the activities she provides are appropriate for the children. The childminder maintains records of development and links these with stages of development for each child. However, she does not use photographs to support her evidence and to provide a clearer record for families. The childminder uses careful intervention to ensure that observation and assessment is both used effectively and shared with parents. This sharing of information makes sure that parents and the childminder work together to offer the children continuity in their learning.

The childminder has a clear safeguarding policy, and is aware of how to implement this should she have a concern about a child. She has attended safeguarding training on a regular basis to keep her knowledge and understanding up to date. Risk assessments are

effective in keeping children safe.

Partnerships with parents are well developed and these systems work really well. A daily communication book, alongside observations and assessment, mean that parents have the opportunity to contribute to children's learning. This continuity and communication has been devised to create an effective learning environment for children.

The childminder evaluates her practice using methods of written and verbal communication with parents. She has attended various courses and shows a positive attitude for continuing her professional development. This enables the childminder to effectively drive 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	EY435861
Local authority	Somerset
Inspection number	816736
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	21/02/2012
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

