

| | |
|--------------------------|------------|
| Inspection date | 06/02/2014 |
| Previous inspection date | 16/03/2011 |

| | | |
|--|-------------------------|---|
| 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

- Children make good progress in their learning because the childminder provides a varied range of experiences and activities which interest and excite them.
- The childminder successfully supports children to develop their communication skills through constant interaction to model language, which increases their vocabulary.
- Children develop a strong sense of belonging with the childminder, which effectively supports their emotional and physical well-being.
- The childminder develops strong partnerships with parents when children first start, so that she is clear about their individual needs.

It is not yet outstanding because

- The childminder does not share and gain information from all early years settings that children attend to further support their learning and development.
- There are fewer opportunities for children to handle and find out about natural resources to trigger their interest in the world around them.
- The childminder failed to notify Ofsted of a significant event.

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 childminder's interactions.
- The inspector spoke the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's records.
- The inspector took account of the views of parents through questionnaires.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2007. She lives with her partner, her teenage daughter and two young children in Midsomer Norton, Somerset. Childminding takes place mainly on the ground floor; this includes a lounge, dining room, play room/conservatory and kitchen. There is an enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of which two are in the early year's age range. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- fully develop partnerships with all other settings that children attend to share information and promote continuity in children's learning
- extend children's opportunities to explore natural resources, such as treasure baskets.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop. She provides a warm and welcoming home environment where she plans a broad range of activities and experiences that challenge and excite children. Consequently, children make very good progress in all areas of learning in relation to their starting points and capabilities.

The childminder effectively engages children in play and skilfully extends their learning and understanding through her interactions. The childminder and children play a game of 'silly soup'. They put items into a bowl and stir them with their spoon. The childminder repeats words back to the children as they name the items, emphasising the initial sound of the word to extend their vocabulary and letter sound recognition. This effectively supports their communication and language, and literacy skills. Children thoroughly enjoy role-play. They pretend to cook in the kitchen, pushing the buttons on the microwave and washing up in the sink. They use the tools from the toolbox and use the pretend saw to cut up different toys. The childminder gives the children a running commentary on what they are doing. For example, as children try to put the tool belt on she asks 'How are you

going to do that? , oh, you are going to put it over your head '. They listen to the childminder as she describes what to do, which supports their listening and understanding. This supports children to acquire the skills they need to move onto the next stage in their learning successfully.

The childminder ensures that children have a good balance of being active each day as well as having time to rest. She takes the children on outings to the library, for walks in the wood, to the farm and activity groups. This gives the children opportunities to meet other people, use alternative play equipment and be a part of the local community. This helps to promote children's social skills and develop their self-confidence.

Children take part in a range of creative activities which they enjoy. They knead and roll the play dough, and cut out different shapes to make different things for their role play. They learn about 'groundhog day', making pop-up groundhogs using a range of art and craft materials. Overall, however, children have fewer opportunities to experience and explore a wide range of natural resources freely in their self-directed play, to excite and encourage their interest in natural world around them.

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

The childminder is kind and gentle in her approach and children share warm and trusting relationships with her. As a result, children settle quickly in the childminder's care and feel secure, which supports their emotional and physical well-being successfully. Children move freely throughout the childminder's home. The childminder organises the toys and resources well. Children seek out their favourite toys and initiate their own play. This effectively promotes their independence.

The childminder teaches the children about the importance of living a healthy lifestyle. She provides them with regular opportunities to walk, play outside and benefit from fresh air. Children dance and move to music using hoops and streamers, and they use tubes and large cylinder wheels in 'loose parts play' to develop their physical skills. The childminder encourages good hygiene procedures which children routinely follow. They sing 'rub-a-dub-dub' as they wash their hands ready for snack and enjoy a healthy selection of foods. This helps children make healthy food choices.

The childminder encourages the children to think about their own safety as she talks to them about crossing the road safely and practising the emergency evacuation procedure. The childminder acts as a very good role model to the children and children follow her example by displaying good behaviour. The childminder has completed an 'emotions coaching' course. She uses the skills and knowledge that she has learnt to encourage children to talk about and recognise their feelings and emotions. This has had a positive impact on children's personal, social and emotional development as they are able to manage their feelings and behaviour very well.

The effectiveness of the leadership and management of the early years

provision

The childminder did not inform Ofsted of a significant event. It is a requirement to do so. Ofsted does not intend to take further action. However, the childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has clear and robust policies and procedures to follow in the event of a concern about the welfare of a child. She has updated her policies and information in response to the incident, and is now fully aware of the type of events that she must notify Ofsted about. The childminder has a good understanding of her role and responsibilities to help safeguard children's welfare. The childminder has completed risk assessments on her home, garden and for any outings that she takes the children on. She ensures that safeguarding is given the highest priority and supervises children very well at all times.

The childminder has established strong partnerships with parents. Parents comment that their children have grown in confidence, often initiating play and conversation when with other children. They compliment the childminder on the loving and nurturing environment that she provides. The childminder involves parents in their child's learning through the sharing of information and finding out about their achievements at home. This effectively maintains continuity in care practices between the childminder and the home. Although systems to promote shared learning with other early years providers are not fully in place, the childminder recognises the value and the importance of working together.

The childminder has a very good knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She plans activities to meet individual needs and interests on a weekly basis. The childminder observes the children engaged in activities, using these observations effectively to plan for children's next steps in learning. The childminder has effective systems to ensure the educational programme is well monitored, providing parents with an update on their children's progress on a regular basis. The childminder consistently reflects on her practice and provision. She has written a development plan which accurately identifies areas to develop. This includes developing the outside area further, to include the provision of a 'mud kitchen'. She has fully addressed the recommendations raised at her last inspection which demonstrates that the childminder 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 | EY349218 |
| Local authority | Bath & NE Somerset |
| Inspection number | 950778 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 16/03/2011 |
| 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

