

Inspection date

Previous inspection date

13/03/2014

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 welcoming environment and interacts warmly with the children, which helps them to settle and feel secure.
- The childminder provides a good range of activities and experiences which are based on children's interests and support them successfully to make good progress.
- Partnership with parents is strong because communication is good and they are involved in their child's learning.
- The childminder has a good understanding of keeping children safe and provides a secure environment which children explore freely.

It is not yet outstanding because

- Not all children have the opportunity to use their home language within the setting to further their communication and language development.
- Children are not always encouraged to wash their hands at appropriate times, to develop their understanding of good hygiene practices.

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 with the children.
- The inspector sampled documentation, including children's records.
- The inspector took account of parents' views through written statements.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2013. She lives with her family in Frome, Somerset. The whole of the property, except the main bedroom is used for childminding; this includes a lounge/diner and kitchen. There are bathroom facilities on the ground floor and an enclosed rear garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of these two are in the early years age range. The family has two cats.

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 use their home language in their play and learning
- strengthen children's understanding of health and self-care by implementing consistent hygiene practices, such as hand washing before mealtimes.

Inspection judgements

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

The childminder provides a warm and welcoming environment where she provides children with a balanced range of exciting and enjoyable learning experiences. The childminder has developed effective systems to share information with parents and establish children's starting points. This helps her to plan activities that are based on the children's interests and engage them effectively. The childminder uses observation and assessment well to plan for children's individual next steps.

The childminder interacts warmly with the children as she supports them in their activities or when they wake from a sleep. The childminder plans activities to support children's developing interests. She understands the importance of patterns in children's play and identifies a 'transporting schema', where a child repeatedly experiments in transferring objects from one place to another. As a result she plans specific activities to support this pattern of learning. She provides children with different types of cereals, an ice cube tray, spoons, funnels and bowls which they use to investigate and explore moving the cereals from one vessel to another. Children become thoroughly engrossed in their play and exploration as they pour and mix the cereals. They spend a considerable amount of time focused on the task, and complete the activity to their own satisfaction. The childminder

supports learning further as she counts the cereals as the children place them one at a time into a bowl. This helps to develop children's understanding of number and supports them to acquire the skills they need to move on to the next stage in their learning successfully.

The childminder organises her home effectively, which means that children have easy access to books and writing materials. This enables them to increase their early reading and writing skills. The childminder actively engages children in ongoing discussion about what they are doing. She places a strong emphasis on encouraging children's communication and language. She sings lots of songs and rhymes, points to pictures in books encouraging the children to talk about what they see. She repeats words back to the children to increase their vocabulary and understanding. However, children who are learning English as an additional language have fewer opportunities to use their home language within the setting to further develop their language skills. Babies enjoy looking at themselves in the mirror. The childminder uses these opportunities to interact and talk to them, playing a game and naming the features on their face. This helps to develop early communication and language. The childminder interacts warmly with the children, using eye contact and different tones in her voice to engage them effectively. This supports children's personal, social and emotional development effectively.

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

Children share close and trusting relationships with the childminder, which successfully support their emotional and physical well-being. The childminder is kind and gentle in her approach. She interacts in a sensitive and understanding way with the children, providing reassurance and comfort when necessary. This helps children to settle quickly with the childminder and helps them to feel secure in her care.

The childminder organises her home and the resources well, to enable children to make choices in their play and support their independence. The childminder enthusiastically involves herself in the children's play, extending their learning and understanding, through interaction and asking open questions. The childminder teaches the children how to behave, because she sets good examples. Consequently, children are helpful, kind and behave very well. The childminder teaches the children how to keep themselves safe. She practises the fire drill with the children on a monthly basis and keeps a log of the time it takes to evacuate the house. This ensures that the children are aware of what they need to do in order to leave the premises quickly and safely in the event of an emergency.

Children enjoy physical exercise and benefit from fresh air daily. They go on walks in the local environment and to the school. They play in the park and visit their friends at another childminder's home. This all supports their physical development. Children are beginning to learn about the importance of living a healthy lifestyle. They enjoy a range of snacks and meals, provided by their parents and are encouraged to have regular drinks which keep them hydrated. However, the childminder does not always encourage children to follow good hygiene routines, such as hand washing before they eat their meals.

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

The childminder has a good understanding of the learning and development requirements and the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of the local safeguarding procedures and is confident to recognise the signs or symptoms that could be a possible cause for concern. The childminder carries out thorough risk assessments on her home, garden and any outings that she takes the children on. This includes a daily visual check of her home, toys and equipment to ensure that they are safe and suitable for the children to use. Children are well supervised at all times and as a result of these good practices children feel safe and secure.

The childminder has established positive partnerships with parents. Good communication is promoted to ensure that parents are involved in their child's learning and are aware of the progress they make. The childminder has good systems in place to plan activities that successfully meet children's individual needs. These are shared with parents through emails and they are encouraged to contribute their thoughts and ideas. The childminder has developed systems to share information with other providers when children's care and education is shared.

The childminder successfully evaluates her provision and monitors the educational programme to ensure that all areas of learning are sufficiently covered and that children are supported to make good progress. She reflects on her practice through the use of self-evaluation forms and has identified her strengths and areas for development. For example, she wants to develop her planning for outside activities to offer a fuller educational programme outdoors. She also wants to implement 'baby sign', which she feels will enable her to further support young children's communication and language development. This 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	EY466969
Local authority	Somerset
Inspection number	936272
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
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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