

## Inspection date

Previous inspection date

13/05/2014

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

- Children are well cared for in a safe and welcoming family home, where they learn through play and exploration.
- The childminder plans a broad range of meaningful experiences, both inside and out, that spark children's interests.
- The childminder uses a clear assessment system, which helps children to make good progress in their overall development.
- Effective partnerships with parents and other professionals enable the childminder to meet individual needs well.
- The childminder is keen to develop her role through training and study in order to continue to improve her service for children and families.

### It is not yet outstanding because

- Only complete for Good or Requires Improvement outcomes. Add key findings (weaknesses) leading to actions or recommendations.
- The childminder sometimes misses opportunities to use mathematical language to extend children's understanding of shape and position during their play and everyday activities.

## 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 activities in the childminder's home and garden.
- The inspector talked with the childminder about children's activities.
- The inspector sampled documentation, which included policies and children's progress records.
- The inspector took into account parents' views, obtained in person and via the childminder's questionnaires.

## Inspector

Brenda Flewitt

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her husband and three children, one of whom is in the early years age range. The family lives in the village of Curry Rivel, Somerset. Childminding mainly takes place on the ground floor, which consists of a lounge, dining room, kitchen, conservatory and toilet facilities. Sleeping arrangements are provided on the first floor. There is an enclosed rear garden for outside play. The family keep hens in enclosed runs, and guinea pigs to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder's husband sometimes works with her as an assistant. There are currently nine children on roll, of whom five are in the early years age range. The childminder also cares for children over the age of eight years.

### What the setting needs to do to improve further

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

- extend opportunities for children to hear mathematical language in their self-chosen play and everyday activities.

## Inspection judgements

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

Children enjoy the time they spend with the childminder. The childminder has a good understanding of the Statutory Framework for the Early Years Foundation Stage learning and development requirements. She provides a welcoming and stimulating environment, where children are keen to learn through play, exploration and everyday experiences. The childminder supplies a good range of play equipment and resources. She arranges them so that children can select for themselves and make spontaneous choices. The childminder is in the process of compiling a choosing book with pictures of toys, which reminds children of what is available for them to play with. The childminder uses a clear assessment system to monitor children's learning and progress. This includes individual files containing dated, annotated photographs and observations. The childminder uses child development guidance effectively to help her identify children's stage of development and plan their next steps. She includes parents' knowledge and ideas in her assessment. This helps her to promote children's good progress.

The childminder promotes children's language skills well. She talks with them as they play, naming objects, describing what they are doing and asking questions to help them think and recall. The childminder repeats young children's attempts at communication back to them. Therefore, they know that she has understood them and they learn the correct

words and pronunciation. The childminder provides a text-rich environment, with many written labels displayed, naming everyday objects. There is a range of books from which children can select. The childminder takes children to the library, where they hear stories and look at books in a different environment. She teaches children they can use books for gaining information and instructions, such as recipes for cooking. All this helps to encourage children to have a keen interest in text, books and stories.

The childminder encourages children's interest in numbers and counting through songs rhymes and counting everyday objects. For example, they count slices of cheese or items of fruit at meal times, and how many seeds they plant in a pot. Children experiment by filling and emptying various containers, and learn about weight and measure through purposeful activities. This includes cooking, and measuring the height of a plant using construction bricks. There is a variety of equipment to promote children's interest in shape and space, such as construction materials, dough and puzzles. However, the childminder sometimes misses opportunities to extend children's understanding of positional language and shape names. For example, when children manoeuvre wheeled vehicles or play in tunnels, she omits to use words such as in front, behind, under or inside. Although meal times are used to encourage counting, the chance to talk about shapes is sometimes overlooked.

The childminder plans purposeful activities, which spark children's interest in living creatures and plants. Children enjoy going for woodland walks, where they make 'journey sticks'. This involves collecting interesting items on the way, which they bring back to the childminder's home. The childminder uses this idea to encourage children to talk about their experience and to research using books, to extend their knowledge further. The childminder teaches children about life cycles through real life experiences. Children were fascinated to see chickens hatch from an egg, and caterpillars change into butterflies. This means that children are developing a very good understanding of wildlife and changes in nature.

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

The childminder provides a welcoming family home, where children are valued as individuals. She is proactive in gaining information when children begin to attend to enable her to respect home routines and preferences. Settling-in procedures are flexible to suit each child. Therefore, children are happy, settled and secure in the care of the childminder, and the move between home and the childminding setting is smooth. Children develop a strong sense of belonging as they see their artwork and many photographs of themselves displayed in the childminder's home.

The childminder provides familiar routines and clear explanations for her requests, which help children understand what she expects from them. She teaches children to share toys and take turns, explaining their differences in abilities as babies and young children play together. The childminder regularly praises children's efforts and achievements, making clear what they have done well, which boosts their self-esteem and confidence. This all contributes to children behaving well. The childminder helps children gain an

understanding of keeping themselves safe. This includes teaching them safe routines for crossing roads and using equipment safely, for example using knives for chopping food. Regular outdoor learning opportunities enable children to take calculated risks as they explore the natural environment.

The childminder promotes children's healthy lifestyle well. She plans daily fresh air and exercise through garden play and outings. Visits to the beach or woodlands provide children with natural resources to encourage their physical skills. Children make choices about what they eat from healthy options. For example, they select from cheese, crackers and raisins at snack time, developing skills in using a knife for cutting and spreading. The childminder extends children's understanding of healthy eating through discussion and by involving them in planting, harvesting and preparing vegetables. The childminder helps children gain independence in practical skills, such as using toilet facilities and managing their own clothes. These skills help children when they move on to nursery or school.

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

The childminder implements clear policies, which she shares with parents, to promote children's welfare and safety. She completes detailed risk assessments to help to provide a safe environment for children to play, both at the home and on outings. The childminder has a good understanding of how to safeguard children, which includes recognising signs and symptoms that would cause concern about a child in her care. She has a clear understanding about her responsibilities in following correct procedures to help protect children from harm. The childminder keeps the legally required records, which she completes clearly and stores confidentially. She has a good understanding about how children learn through play and real experiences, and she knows how to promote good progress in their overall development. She has an effective system that gives her an overview of children's progress, which helps her to successfully identify any gaps in their learning.

The childminder promotes effective partnerships with parents and other professionals. She supplies important information about her childminding service by way of written policies, regular newsletters and a wealth of displays in her home. The childminder encourages daily exchange of information with parents so that she can meet children's individual needs well. Parents say that they are extremely happy with the childminding service. They appreciate the effective communication methods and the 'nurturing environment' where their children settle quickly and form secure bonds. The childminder maintains frequent dialogue with other early years practitioners when children also attend additional early years settings. This promotes consistency in children's care and learning.

The childminder evaluates her provision through on-going reflective practice. She shares good practice ideas with other professionals and completes a self-evaluation document, which helps her identify her strengths and areas for development. For example, she regularly reviews her methods for communicating with parents and record keeping, in order to implement the most effective systems. The childminder keeps up to date with

changes and improves her knowledge by attending training courses and through study towards an early years qualification. All this helps her to continue to develop the service she provides for children and their families.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY426914
<b>Local authority</b>	Somerset
<b>Inspection number</b>	952153
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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.

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.

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