

**Inspection date**

03/10/2014

Previous inspection date

12/06/2009

**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**

- The childminder provides a wide range of interesting activities and experiences, which engage children and support them effectively to make good progress.
- The childminder has established strong partnerships with parents and other providers, which effectively contribute towards meeting children's needs.
- The childminder shares warm and trusting relationships with the children and this helps them to settle quickly and feel secure.
- The childminder supports children to become creative thinkers through her skilful interactions and frequent involvement in their play.

**It is not yet outstanding because**

- Sometimes, art activities are overly directed by the childminder and do not encourage children to fully explore their creativity.
- Children are not always encouraged to wash their hands at appropriate times in order to fully 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 interaction between the children and the childminder.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including children's records.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

The childminder registered in 2000. She lives with her husband and teenage son in Yeovil, Somerset. Childminding is mainly provided on the ground floor, which consists of a lounge/diner, kitchen, toy room and toilet facilities. Sleeping and bathroom facilities are located on the first floor. There is a sloped rear garden available for outside play, accessed by steps. There are steps to the front entrance. The family have a cat and a dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children on roll; of these, six are in the early years age range. The childminder is registered for overnight care and holds a level 3 childcare qualification.

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

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

- review the organisation of art activities to provide children with consistent opportunities to be creative
- strengthen children's understanding of health and self-care through promoting consistent hygiene practices.

## Inspection judgements

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

The childminder provides a warm and caring learning environment with a good range of activities and experiences, which engage and excite children successfully. The childminder has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress in their overall learning. The childminder works closely with parents to gather information about children's starting points for learning and their interests. She makes regular observations of the children at play and uses her assessments to plan activities tailored to meet their individual needs. The childminder plans and monitors children's progress successfully, which enables her to plan the next steps in their learning. She completes the required progress checks for two-year-old children.

Children thoroughly enjoy taking part in art and creative activities. The childminder successfully uses children's individual interests to engage them in a range of activities where they use their senses to explore different materials and textures. For example, the childminder provided the children with papier-mâché to make a parrot to follow up on their interest in pirates. Likewise, the children decorated pre-cut dinosaur shapes with different

sized triangles because they had shown an interest in dinosaurs. The childminder introduced words such as tiny, middle-sized and big as they made their selection from the pre-cut shapes. Consequently, this supports children's mathematical development well. However, on this occasion the children were not able to express themselves fully in this activity. The childminder cut out the shapes of the dinosaurs and triangles, rather than encouraging children to have a go for themselves. This means that children do not always have the opportunity to express themselves freely in creative activities.

The childminder interacts skilfully with the children by asking them open questions to challenge their thinking and extend their learning. For example, the childminder reads the children a favourite story. The children looked in the toy box to find the characters from the story and sat with the childminder on the sofa. She engaged them well in the story as she talked about the pictures. She asked, 'which bed do you think daddy bear is going to sleep in?' The children listened well to the story and quickly identified the correct size bed for each bear. Children enjoy sharing a good variety of books and stories with the childminder and visit the public library. This helps to promote an interest in books and reading.

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

Children are happy and settled in the care of the childminder. They share warm and trusting relationships with her, which effectively supports their emotional and physical well-being. She is kind and gentle in her approach and provides the children with plenty of praise and encouragement. This boosts their self-esteem and promotes their confidence. Children are familiar with the daily routines as the childminder talks to them about plans for the day. She provides a stimulating and well-organised play environment where children can explore a good range of toys and resources.

The childminder teaches children how to keep themselves safe. For example, they practise the fire drill so that they know how to evacuate the building quickly and safely in an emergency. The childminder selects a special helper each day to assist her on the school run. The special helper decides where to cross the road and when it is safe to do so. The childminder explains that this makes children more aware of the dangers and that they enjoy the responsibility. Consequently, the childminder demonstrates a clear understanding of how to use activities effectively to promote children's learning and emotional well-being.

The childminder promotes children's physical development well. They have many opportunities to develop their physical skills in the garden and at the park. They are beginning to learn about the importance of a healthy lifestyle and enjoy healthy nutritious meals provided by the childminder. However, the childminder does not always encourage children to follow good hygiene routines consistently, such as hand washing before mealtimes. For example, on the day of the inspection the children washed their hands ready for snack but then went into the garden to pick a pear before returning inside to eat it. Consequently, children do not learn that to prevent the spread of germs they should wash their hands immediately before they eat. The childminder supervises the children

well and supports them to manage their own behaviour effectively. They take turns and share resources and the behaviour is good.

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

The childminder has developed a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed thorough risk assessments of her home, garden and for any outings that she takes with the children. This includes daily visual checks as she prepares for the children's arrival in the morning. The childminder demonstrates a clear awareness of child protection issues and the procedures to follow should she have a concern about a child in her care.

The childminder has a good knowledge and understanding of the learning and development requirements. She effectively monitors the educational programme and provides the children with a good balance of activities, which cover all areas of learning. She assesses children's progress effectively and plans activities and experiences that meet children's individual needs and narrow any gaps in their learning. Children's progress records show that they are making good progress in relation to their starting points and capabilities.

The childminder evaluates her practice well and maintains a written self-evaluation document. Each month she looks at what she is doing well. For example, she identified that she is good at listening to children and that the activities she provides strengthen their understanding of the world. The childminder provided specific activities, such as observing tadpoles and talking about the life cycle of the frog. Children planted many vegetables and learnt how to tend to them so that they grow. The childminder identifies areas for further development. For example, she considers that she could offer the children more opportunities to play team sports to help them develop their personal, social and emotional development. The childminder has addressed the recommendations raised at the last inspection. This demonstrates that the childminder has a good capacity to maintain continuous improvement.

The childminder has established strong partnerships with parents. She involves parents in their child's learning through the sharing of information and valuing their contribution. She encourages a daily exchange of information with parents, so that she can meet children's individual needs well. Parents comment that they do not know what they would do without her. The parents describe the childminder as 'fantastic' and compliment her on the way she engages the children and teaches them new things. She has established good links with other early years settings that children attend. She shares information with them to promote consistency for the children and for continuity in their learning and development.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	142713
<b>Local authority</b>	Somerset
<b>Inspection number</b>	841544
<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>	27
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/06/2009
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

