

<b>Inspection date</b>	06/10/2014
Previous inspection date	02/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder has a developing knowledge of the learning and development requirements to enable her to suitably promote children's learning.
- The childminder develops close attachments with children so that their emotional well-being is fostered and they feel confident, safe and secure.
- The childminder knows how to keep children safe.

### **It is not yet good because**

- The childminder does not use her observations and assessments consistently well to enable her to plan for children's next steps in their learning.
- The childminder does not routinely evaluate her practice, or seek the views of parents and children to help her make continuous improvements.
- The childminder does not display print in the home. Consequently, children have limited opportunities to learn that written words carry meaning.

## 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 indoors.
- The inspector sampled paperwork, including policies and procedures, risk assessments, suitability documents and attendance records.
- The inspector sought the views of parents through written references.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed the provision with the childminder at appropriate times throughout the inspection.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

The childminder registered in 1996. She lives with her two adult children in a four-bedroom, terraced house in Frome, Somerset. The ground floor is used for childminding which includes a lounge, dining room, conservatory and kitchen. Sleeping and toilet facilities are provided on the first floor. There is a safely enclosed rear garden for outside play. The family has one cat, 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. There are currently 10 children on roll in the early years age group, who attend a variety of sessions.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the use of observations and assessment of children's learning and development and use the information gathered to plan challenging activities and learning experiences based on their interests to help children make better progress.

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

- develop a system of self-evaluation that includes the views of parents and children to help to identify strengths and areas to develop to continually improve practice.
- extend children's literacy skills by creating an environment rich in print to provide more opportunities for children to see and recognise familiar words and signs

## Inspection judgements

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

The childminder talks to parents when children first attend, to gather information about their child's individual needs. This allows the childminder to develop some knowledge of the children's interests and starting points. The childminder makes some observations in the form of photographs, although this process is not consistently rigorous. She provides a variety of enjoyable activities that help children make steady progress. However, her observations and assessments are not rigorous enough to enable her to plan activities that challenge children and help them make good progress. Nonetheless, the childminder provides parents with an assessment of their child's progress when they are two.

The childminder plans activities around the seasons. For example, they enjoyed planting potatoes outside and collecting autumn leaves. This learning helps them to develop their understanding of the natural world. The childminder teaches children to play cooperatively together and help one another during free play. She introduces some simple mathematics as children count pieces of a toy as they fix it together. The childminder talks about the different colours as they play, promoting children's understanding and communication skills. However, these activities sometimes lack a good level of challenge to enable children to make better progress.

Children have regular opportunities to further develop their understanding of the world and enjoy regular walks and visits within the local environment. The childminder also takes children to a local park where they develop their physical skills using a variety of equipment. These experiences adequately prepare children for the next stage of their learning.

The childminder ensures that resources are available for children to help themselves and make choices and decisions about their play. However, there are few opportunities for children to see the written word, through labels, for example, to help them understand that words carry meaning. The childminder helps children to develop their early writing skills by providing pens, paper and crayons to enable them to write for a purpose.

The childminder celebrates cultural diversity with the children through activities like Chinese New Year. She ensures resources reflect difference in society and talks about individual differences. This helps children to develop a positive outlook to the wider world. The childminder uses some planned play to help children develop skills for the future, such as starting school.

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

The childminder helps children to settle and feel secure in her care. She asks parents to provide information about their children's individual needs and routines, such as their dietary requirements. This enables her to organise her provision effectively to meet individual care needs. Children have close attachments with the childminder. Her warmth and kindness offers children emotional security and promotes their independence away from home. The childminder praises the children for their achievements and this boosts their confidence and self-esteem. As a result, secure attachments and relationships are developing, which contribute to children's continued well-being.

The childminder helps children to learn about how to keep themselves safe by practising the fire drill with them and teaching them how to cross the road safely. The childminder encourages children's independence. For example, she helps them learn how to use scissors and tools safely, so they can do so without help. Children are well supervised so they are safe and secure in her care at all times. The childminder teaches the children about the importance of a healthy lifestyle. She follows suitable hygiene procedures with the children and encourages them to make healthy choices at snack and mealtimes.

The childminder ensures that resources and equipment are suitable for all ages and stages of development of the children. She organises the home and the outdoor space to provide opportunities for children to engage in a range of activities, including time outside to develop their physical skills. Resources include a range that provides positive images of diversity, different cultures and backgrounds. This helps children to learn about and value differences.

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

The childminder has a sufficient knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder is satisfactorily organised and maintains documentation for the safe and efficient management of the setting. The childminder has completed safeguarding training and has a sound knowledge of current safeguarding procedures to follow should she have concerns about children in her care. She holds a current first-aid certificate which means any accidents or injuries are treated and recorded appropriately. The childminder implements her written risk assessments so children can play in safety.

The childminder has a satisfactory understanding of the learning and development requirements. She carries out some observations of children's learning and development. However, this is not fully established. The childminder does not use her observations and assessments consistently to ensure precise planning for children's next steps. Therefore, some activities lack challenge. The childminder demonstrates a basic awareness of her strengths and areas for improvement. However, her systems for self-evaluation do not take into account the views of children and parents to enable her to improve children's achievements.

Parents are happy with the care their children receive. The childminder has much experience and parents value a 'home from home' environment. They confirm they are confident to leave children in the childminder's care. She has daily discussions with parents to ensure some continuity of children's care, 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>	142219
<b>Local authority</b>	Somerset
<b>Inspection number</b>	846581
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/07/2009
<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.



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