

<b>Inspection date</b>	20/10/2014
Previous inspection date	19/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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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 develop warm, trusting relationships with the childminder, which helps them feel safe and they settle easily.
- The childminder makes good use of open-ended questions, which effectively supports children's developing language skills.
- The childminder acts as a positive role model and maintains clear boundaries, that help children feel secure and they behave well.
- The childminder provides a good variety of purposeful play activities, which effectively support their interest and enjoyment in play.

#### **It is not yet outstanding because**

- The childminder does not maximise the learning opportunities of younger children's early interests, such as their fascination with round objects and their movement.
- The childminder has not fully established ways of using information shared with parents on their child's developmental starting points.

## 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 in their play activities.
- The inspector sampled documentation, such as the childminder's operational policies and procedures.
- The inspector observed the childminder's interaction with the children.
- The inspector discussed children's development with the childminder at appropriate times during the visit.

## Inspector

Mary Daniel

## Full report

### Information about the setting

The childminder registered in 1997. She lives with her husband and one adult son in Street, Somerset. Children have use of a kitchen/diner, conservatory, a converted garage area and toilet facilities downstairs. Children also have use of an upstairs bedroom for sleeping. There is an enclosed garden at the back of the premises.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, of whom five are in the early years age range.

### 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 explore particular patterns of interest and movement in their play, sometimes referred to as schemas
- make more use of the information sought from parents on their children's initial development to fully support their learning on entry.

## 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 children's development. She plans activities that children enjoy. These effectively develop their individual learning abilities. This means children are motivated to learn and gain the necessary interest to develop their future skills. As a result, children make good progress in their learning. The childminder observes children's play and makes summaries of their achievements, which helps her identify how to support them next. Therefore, she provides meaningful play activities, which build on their existing abilities. For example, she observed that younger children were becoming confident in completing simple two-piece puzzles. She provided further puzzles, such as those with inset shapes, colours and more pieces. Children concentrated well in trying to match the purple square or the yellow circle into the correct space. This actively promotes children's hand-eye coordination and their early awareness of mathematical concepts, such as number, space, size and shape.

The childminder clearly supports children's communication through their play and gently reinforces their attempts at speech. For instance, she asked younger children what noises the animals they saw on their puzzle pieces made. Children enthusiastically said 'moo and baa' and smiled happily, as the childminder praised their efforts. Children were also keen

to name these animals on the puzzle picture. In addition, they listened very well to a story the childminder read to them. Children pointed to the butterflies, cat and sheep that they saw in the pictures. They made positive attempts to repeat these words after the childminder. Consequently, the childminder actively supports children in becoming confident communicators. Younger children show great interest in toys producing circular movements. For example, they like to spin the wheels of a toy bus or chase musical balls across the floor. This helps children engage in their play and enjoy their activities. However, the childminder has not fully considered how to maximise this interest more effectively to promote all areas of their development. This slightly reduces some learning opportunities for children within planned activities. The childminder counts with children spontaneously within their play. For example, she encouraged children to count how many balloons, flowers and cars there are on a puzzle picture. Children were keen to count with her. They heard the childminder say 'one, two?.' and children eagerly said 'three!' This actively encourages children to develop an enjoyment and confidence in using numbers within their play.

The childminder provides good opportunities for children to explore colour and texture. For instance, children enjoy painting their hands with autumn colours, and making orange, red and yellow handprints. They show great concentration as they colour and draw on their paper with colourful pens. Additionally, children push, squeeze and roll some play dough, which effectively helps them build up their small muscles. Consequently, children gain an active interest in making marks. They develop the control they need in using tools for their early writing skills. The childminder completes the progress check for two-year-old children in liaison with their parents. This provides a summary of children's achievements and helps to monitor their development from a young age. The childminder interacts easily with parents and they form positive relationships, which gives reassurance to children. The childminder keeps parents well informed of their child's achievements. However, she has not fully established ways of using the information shared by parents about children's developmental abilities on entry. This means initial planning is not as well focussed on children's individual starting points. The childminder liaises with other settings that children attend. She shares information on children's development and is aware of their next steps of learning at these settings. This actively promotes continuity in children's care and learning.

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

The childminder works closely with parents, which effectively helps her to understand children's care routines. For example, she quickly recognised when younger children were feeling tired and needed their nap. She settled them easily to sleep and they later awoke refreshed and ready to play again. The childminder interacts positively with children and provides a calm, reassuring approach. Children readily put their arms out for cuddles and smiled at her gentle humour. Consequently, children felt safe and settled in the childminder's care. In addition, the childminder creates a comfortable, welcoming home where children can easily move around the play areas. The childminder provides a good range of appropriate toys and resources to support children's learning. For instance, various books are stored on low bookshelves that children can easily access. This

effectively promotes children's free choice in play and supports their independence skills.

The childminder actively encourages children's confidence and well-being as she regularly praises their achievements. For example, she clapped her hands and praised babies as they pulled themselves up and stood unsupported. Younger children smiled with delight as the childminder quickly acknowledged their attempts to count. As a result, children develop good self-esteem and are proud of their achievements. The childminder demonstrates good manners and children naturally start to say please and thank you. She keeps consistent routines and boundaries, which help children feel secure. The childminder teaches children to share nicely with their friends and they learn to behave well and play cooperatively. This actively promotes children's personal, social and emotional development and helps prepare them well for their move to pre-school and school.

The childminder teaches children to cross roads safely on their outings. She makes sure they sit safely in the car and talks to them about being careful around animals. The childminder shows children how to manage steps safely from a young age, which gives them confidence in moving around easily. Consequently, the childminder supports children very well in developing their awareness of keeping themselves, and others, safe from harm. The childminder provides children with healthy snacks, such as blueberries and pineapple. She plans cooking activities for children to make banana bread or raspberry, blueberry and redcurrant muffins. In addition, children help her by growing vegetables in the garden. As a result, the childminder helps children develop a very positive attitude to eating nutritious and healthy foods. The childminder regularly takes children on exciting and interesting outings. For instance, she takes them for walks on a nearby heath where they see cows, ducks and sheep. They sometimes go to the local woods where they build dens using branches and twigs. Children have great fun jumping in the puddles in their wellingtons. The childminder also takes children to different play parks where they use a good range of play equipment. Older children have fun on the zip wire and younger children enjoy going on the swings and slide. This positively promotes children's enjoyment of exercise and effectively helps them develop control of their movements within fun activities.

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

The childminder demonstrates a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed training on safeguarding. This supports her understanding of the procedures to follow should a concern arise about a child in her care. In addition, the childminder intends to complete further training on safeguarding to continue updating her knowledge. This helps to promote children's welfare. The childminder provides parents with copies of her policies and procedures. She keeps the necessary records and stores them securely. This protects confidentiality. She completes a daily register and records children's actual times of attendance. The childminder completes daily checks of her home, and has identified appropriate prevention to minimise any potential risks. For example, she fits

locks on cupboards where glasses or cleaning materials are stored. She checks sleeping children regularly. Stair gates prevent children's unsupervised access to some areas, and the front door remains locked. This helps to keep children secure.

Parents say they are very happy with the provision offered to their children. They say their children gain confidence with the childminder and enjoy their play. The childminder regularly evaluates her practice. She has made positive improvements since the last inspection. For instance, she has completed an appropriate paediatric first aid course and updated her policies. In addition, the childminder reflects on the effectiveness of the activities that she plans for children. As a result, she has developed more systems of regularly assessing and reviewing children's development. For example, she forms monthly summaries of their achievements. Overall, this helps her to actively monitor children's progress and promote their ongoing learning. In addition, her evaluations of her practice effectively support her aims for continual improvement.

### **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. 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>	142324
<b>Local authority</b>	Somerset
<b>Inspection number</b>	843107
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19/11/2009
<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.

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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