

Inspection date	28/10/2014
Previous inspection date	19/01/2009

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

- Children are very happy, settled and relaxed in the childminder's home and establish strong bonds with the childminder and her family.
- The childminder takes positive steps to ensure that children remain safe in her care and also learn how to keep themselves safe and healthy.
- The indoor play environment is interesting, exciting and accessible, which helps children to become fully involved and benefit from their play.
- The childminder forges strong links with others who also support children's learning needs, to enable them all to work consistently to help children make good progress.

It is not yet outstanding because

- The childminder does not make full use of her garden at all times of the year, to further support children's play and learning opportunities.
- The childminder does not always gain enough information from parents about children's starting points, to help her plan initially for their individual learning needs.

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 in the childminder's home.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written feedback from parents and the provider's self-evaluation.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered in 2002. She lives with her husband and two children, both of whom are adults, in the Abbey Park area of Yeovil, Somerset. All areas of the childminder's home are available for childminding, with care mainly provided on the ground floor, which includes a lounge/diner, kitchen and cloakroom. Rest/sleep facilities are available on the first floor. There is a rear garden available for outside play. The family has a pet cat. 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, all of whom are in the early years age group. The childminder works with an assistant and can also provide overnight care.

What the setting needs to do to improve further

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

- make more use of the garden at all times of the year, to further increase children's play and learning experiences
- gain more detailed information from parents about children's starting points, to help plan for children's progress from the very start.

Inspection judgements

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

The welcoming and stimulating indoor play environment encourages children to settle quickly and get fully involved in their play and learning. They are keen to explore their surroundings and benefit greatly from the enthusiastic interactions of the childminder. The accessible and enabling environment allows children to plan and organise their own play, as well as engage in the fun adult led activities. For example, children chose to look at books from the browser box and then enjoyed sharing a story with the childminder. She taught them about how to use the pictures in a book to help them tell the story. This means children acquire early language and literacy skills. The children are curious and keen to investigate a range of materials. As they squashed and modelled the foam dough, they identified objects they have made. 'That's mummy', they said proudly, 'and a wiggly worm'. The childminder asked questions about the children's models and showed a keen interest in what they had made. This boosts children's confidence and self-esteem, while also extending their ability to use language to communicate. Children chose excitedly from the song bag and joined in enthusiastically with singing the song and doing the actions identified on the card they chose. They laugh and giggle as they sing along loudly, showing what a great time they are having. Number rhymes are included to teach children

about number order and value to support their mathematical development. The younger children are fully included in the adult led activity. They smile and excitedly anticipate favourite parts of the song, such as the crocodile snap. The childminder is very creative in the way in which she adapts activities to encourage children to get involved. For example, she has filled small plastic bags with shaving foam to encourage all children, including those who are reluctant to get messy, to explore textures and engage in sensory play. Children have easy access to a wide range of resources that offer positive images of differences. For example, as the children use a puzzle they discuss the features and characteristics of the people in the puzzle. This helps children to become increasingly aware and learn to value and respect diversity.

Activities are organised well to support children's interests and individual learning needs. The childminder completes ongoing observations, which enable her to monitor and plan well for children's progress. This means that children are making good progress in all areas of learning. The childminder completes assessments, including the progress check for two-year-old children. She shares all these records with parents on a regular basis, to keep them fully informed and involved in children's learning and development. The childminder talks to parents about children's individual needs when taking on a new child. However, she does not always make enough use of this information to help her plan for children's development initially, to help ensure activities fully support children's individual learning needs right from the start.

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

Children feel secure and relaxed, and settle well due to the caring approach of the childminder. Children form a strong bond with the childminder, her assistant and her family as they feel a real sense of belonging in her home. Photographs in the playroom of the minded children make them all feel valued and important. The childminder and her assistant have a detailed understanding of children's care needs and routines and respond to these well. Children receive lots of cuddles and reassurance from the childminder, which helps them to feel safe. This means children gain confidence to explore and investigate independently. For example, children who have been attending for a very short time are happy to investigate equipment and toys that they haven't seen before. They press the buttons on the electronic play table, showing excitement as the music sounds and the lights flash.

The indoor play space is interesting and accessible, allowing children to make lots of choices as they select from the clearly labelled drawers and open boxes. During summer months, the childminder offers children opportunities to move freely between the indoor and outdoor areas to engage in a wide range of play activities. During winter months, access to the garden is more limited and focused on providing physical play opportunities. This means that although children still benefit from opportunities to play outdoors, they do not always have access to a full range of learning opportunities outdoors, to enable them to play and learn in the environment that suits them best.

Children are very polite and well behaved, which is due to the childminder's consistent

expectations and positive input. The childminder frequently reminds children about sharing and taking turns and offers lots of praise and encouragement. This helps them to learn to play well together. Children are developing independence in managing their own personal care needs. They climb up on the small step to wash their hands before snack and dry them using their own towel. The childminder reminds them about putting their hands over their mouths if they cough. This helps children to learn practices that will help to keep them and their friends healthy and well. The childminder places a high priority on safety. She regularly reviews safety arrangements to ensure they are fully effective in helping to keep children safe. For example, she tests out the emergency evacuation procedures and completes daily checks on the environment to ensure it is safe and suitable for the children due to attend. As well as keeping children safe, the childminder recognises the importance of teaching children about safety for the future. Children visit the fire station to discuss fire safety, and they also learn about road safety as they go on local outings.

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

The childminder has a secure knowledge of the Early Years Foundation Stage requirements for both learning and development and safeguarding and welfare. All required documentation is in place and used effectively to help to promote children's safety and welfare. For example, the childminder uses a record of all visitors to the setting to help support children's safety. The childminder is keen to make improvements to the service she provides. She regularly reflects on all aspects of practice to ensure the needs of children and their families are met. The childminder and her assistant attend training to improve their skills to benefit children. For instance, the childminder uses a range of story sacks and song bags to support children's language and literacy skills, after attending a specific workshop. The childminder has made positive changes since her last inspection to improve children's experiences and choices when they play indoors. Effective systems are in place to enable the childminder to monitor and track children's progress and development and make sure that overall, educational programmes provide good support for children's learning.

The childminder and her assistant have a confident awareness and understanding of safeguarding procedures. They have attended recent training and have relevant guidance easily available to refer to, ensuring they have up-to-date information. This means they are able to deal effectively and promptly to any child protection concerns. This supports the childminder in keeping children safe.

Parents receive detailed information about the service the childminder provides. They have copies of written policies and procedures to increase their understanding of the childminder's role and responsibilities. The childminder engages in daily discussions with parents and includes details of activities and daily routines in children's diaries. This keeps them well informed of events in their children's day, ongoing projects and plans. Parents state that they value the detailed feedback they receive from the childminder, which keeps them fully involved in their child's day. They report that their children are very happy and benefit from engaging in a wide range of activities each day. The childminder establishes

strong links with other settings that children also attend to help promote consistency in the support children receive.

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

Unique reference number	EY227261
Local authority	Somerset
Inspection number	842659
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	19/01/2009
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

