

Inspection date

27/10/2014

Previous inspection date

15/04/2009

The quality and standards of the early years provision

This inspection:

3

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 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 provides a balanced range of experiences. These support children's next steps in learning and recognise their developing interests.
- The childminder celebrates children's achievements well.
- There is strong partnership working with other early years settings children attend. There is a regular, two-way flow of information with parents to maintain continuity in children's care, learning and development.

It is not yet good because

- The childminder does not have a robust knowledge of the procedure to follow should she have child protection concerns about a child in her care or the procedure to follow should an allegation be made against herself.
- The childminder does not use all opportunities to support children's early reading skills and number recognition further, such as providing labelling in the environment.
- On occasion, the childminder provides solutions too readily to problems, meaning children cannot solve them independently.

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 playing inside on the ground floor of the premises and outside.
- The inspector observed the childminder's interactions with children.
- The inspector considered the written views of parents.
- The inspector and childminder discussed self-evaluation and safeguarding arrangements.
- The inspector sampled required documentation and learning diaries.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband and two children in Wells, Somerset. Childminding predominantly takes place on the ground floor. Children have access to the bathroom on the first floor. The family has four guinea pigs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children in the early years age range on roll. She also minds older children before and after school, and in school holidays. The childminder has an early years qualification at level 3. She receives funding to provide free early education to children aged three and four-years.

What the setting needs to do to improve further

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

- increase understanding of procedures to safeguard children should a concern arise about a minded child. This must include the procedure to follow if an allegation is made towards the childminder.

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

- develop labelling in the environment to encourage children's early reading skills and number recognition further
- provide children with further opportunities to solve problems independently.

Inspection judgements

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

The childminder demonstrates a secure knowledge of how to promote children's learning and development. She plans a broad and balanced range of experiences across the areas of learning. These consider the interests of children, which she regularly explores with parents. For example, settling-in visits provide the childminder with the opportunity to encourage parents to share what they know about their children and their capabilities. Consequently, she can plan interesting initial activities to help children settle. The childminder makes detailed observations of children's engagement in activities. For example, how children use alphabet stickers to make familiar names. The childminder uses this information well to monitor children's progress and identify their next steps in learning.

Children learned good turn taking skills as they competently completed favourite games. They matched pictures well and developed good observation skills as they memorised where players placed discarded cards. They listened well to instruction as the childminder clearly explained the rules. The childminder interacted positively with the children to progress their language and mathematical skills. For example, children were encouraged to count how many eggs there were on their card and how many more cards they required. The childminder introduces new words well to help children's understanding.

Children confidently asked for activities, such as the play dough. They manipulated the dough well, filling the mould to make a car. On occasion, the childminder did not always give children the opportunity to explore ideas and solutions. For example, when they struggled to fix the mould, the childminder was too quick to provide a resolution; therefore, not giving children the chance to solve the problem independently. The childminder provided specific vocabulary to help children make choices about what parts to add to their car. Children confidently asked for the childminder to take a photograph to put in their diaries. The childminder was respectful of children's creations, asking if they would like to keep their models to share with parents at collection.

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

The childminder provides a warm and welcoming environment. Parents describe it as a 'caring, fun, stimulating, home from home environment' where children are 'greeted warmly'. Children confidently explore the environment and make choices about their play. There is a good range of high quality toys and resources that are easily available. However, there is little labelling in the environment to support children in their early reading skills, such as word and/or picture labelling on resources, or number cards to encourage children's number recognition.

The childminder knows the children in her care well. She has a good knowledge of children's interests and uses this information well to coax children to come and play when they are unsure of strangers. She works well with parents to provide consistent dropping off arrangements to distract children with favourite books. Parents receive a reassuring text so they know their children have settled. Children have a good sense of belonging. For example, children are keen to share the photographs displayed on the wall.

The childminder introduces children to healthy lifestyles well. There are regular opportunities for children to be outside and active. For example, children enjoy experimenting with the swing, initially pushing themselves forwards and backwards and then learning how to spin themselves. The childminder provides home cooked meals, such as pasta bolognaise, which meet children's individual dietary requirements. Parents comment favourably about the selection of meals and are grateful for the wide variety of foods their children have tried. Children learn hygienic practices, such as washing their hands before they eat and after stroking the guinea pigs. Children learn how to keep safe because the childminder provides clear explanations. For example, on frequent outings children are aware of expectations, such as wearing reins and identifying safe places to

cross. However, there are gaps in the childminder's understanding of child protection procedures to safeguard children fully.

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

Generally, the childminder has a satisfactory understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She provides a safe and secure environment, which is risk assessed to maintain children's well-being. Consequently, there are few accidents occurring at the setting. The childminder has a good knowledge of who may collect the children and uses a password system to consolidate agreed arrangements. The childminder is clear about some aspects of her safeguarding policy. For example, she demonstrates appropriate understanding of the signs and/or symptoms of child abuse. However, she is unclear of the procedure to follow should she have a concern about a child in her care and does not have contact details for key agencies readily available. The childminder is not clear on procedures to follow in the event of an allegation made against herself. There is not a significant impact on children's welfare, as the childminder would seek confidential advice from her lead childminder. The childminder's weak understanding of some child protection issues means she does not meet the requirements of the Childcare Register.

The childminder has a strong focus on partnership working. She talks to parents regularly and provides them with a daily communication diary. This means they are aware of how their children have spent their day. The childminder provides continuity between the children's home and her setting, such as to encourage consistent potty training. The childminder takes time to praise children and offers stickers to celebrate achievements. The childminder liaises well with other early years settings children attend. She regularly shares the daily diary and supports activities, such as posting a postcard to the children's pre-school and taking photographs to share.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She plans an exciting range of activities and monitors children's progress effectively. Consequently, children make good progress in their learning and development.

The childminder uses self-evaluation appropriately to drive improvement. For example, she has made improvements to the outdoor environment to provide children with greater choice and to challenge their physical development. She regularly meets with other childminders and attends some cluster meetings and conferences to improve her knowledge of child development. She has attended relevant training, such as paediatric first aid, to support children's well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)
Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written statement of procedure to be followed for the protection of children, intended to safeguard the children being care for from abuse or neglect (voluntary part of the Childcare Register).

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	EY301039
Local authority	Somerset
Inspection number	834047
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	15/04/2009
Telephone number	

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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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