

Inspection date	04/12/2014
Previous inspection date	10/07/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent and as a result children make extremely good progress in learning, relative to their starting points.
- Children are extremely well motivated and eager to explore. The childminder uses her excellent assessments of children's skills to plan activities that are interesting, stimulating, and challenging to them.
- The childminder's excellent interactions with children encourage their developing communication and language skills very well. Extremely good questioning encourages children to explore their thoughts and ideas.
- The childminder engages parents successfully in their children's learning and has established very good systems for two-way sharing of information.
- Children are extremely happy and content and show high levels of self-esteem. They form strong bonds with the childminder, who promotes their emotional security and independence most effectively.
- The childminder's self-evaluation and her systems for monitoring the effectiveness of her provision are rigorous.

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 the childminder and children engaged in activities.
- The inspector talked to the childminder and to children.
- The inspector sampled children's learning records and assessments.
- The inspector read comments from parents.
- The inspector sampled records relating to children's welfare.

Inspector

Julie Neal

Full report

Information about the setting

The childminder was registered in 1992. She lives with her husband on the edge of Bridgwater, close to shops, parks, schools and public transport links. The whole of the ground floor, as well as the upstairs bathroom and toilet, are used for childminding. There is a fully enclosed garden for outside play. The family has pet cats. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age group. The childminder has a Level 3 Diploma in Early Years and Childcare.

What the setting needs to do to improve further

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

- enhance children's already good safety awareness by ensuring very young children understand fully the purpose of practising the fire evacuation procedures.

Inspection judgements

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

The childminder's quality of teaching is excellent and as a result children make extremely good progress. The childminder gains comprehensive information from parents prior to children starting. Her excellent observations, and discussions with parents while children are settling in, enable her to identify children's starting points precisely. Observations are clear and evaluative and provide very good evidence of children's progress to support the childminder's ongoing assessments. The childminder monitors individual progress extremely well and her assessments show that children are operating at least at expected developmental levels and sometimes in advance of these. The childminder identifies the next steps for individual children's progress clearly, and monitors these with parents. The childminder's excellent communication with parents means that children's learning at home and in the childminder's setting is consistent. The childminder uses her observations of children's interests and preferred learning styles to organise a highly stimulating and challenging learning environment that children are eager to explore.

The childminder conducts the required progress check for children aged two years. She involves parents and any professionals who support individual children. Where possible, she links the progress check with the health visitor's check for children at age two. The childminder provides an extremely good overview of children's progress to date in the areas of personal social and emotional development, communication and language, and physical development.

The childminder's interactions with children are excellent. Her extremely effective use of

questions encourages children to communicate very well. For example, very young children had a wonderful time making Christmas decorations and thoroughly enjoyed exploring paints, glitter, glue and different types of paper and card. When children pointed to what they wanted, the childminder asked, for example, whether they wanted red glitter or green glitter, encouraging them to voice what they needed. The childminder encouraged children to name the different materials with her, identifying tissue paper as 'dark' and 'light' green. Some very young children's communication is still developing and the childminder uses repetition extremely effectively to extend speech. For instance, the childminder asked children which animal in a picture had the biggest ears. Children quickly responded 'the eleph'. The childminder praised the children while correctly modelling the word 'elephant'.

The childminder makes sure children are very well prepared for the next stage in their learning, such as the move to school. She concentrates well on making sure children are confident and independent. She makes sure they have some understanding of how routines are organised differently at school, such as putting hands up to share their point of view and not calling out. She provides a comprehensive report in all areas of learning to pass on to the next provision. She invites children's teachers to visit her setting to see what children can do in a familiar environment. They plan together to make sure children are fully equipped with the skills they need to help them to move on with confidence.

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

The childminder develops strong bonds with children. As a result, very young children settle quickly and show very high levels of confidence and self-esteem. The childminder's excellent promotion of children's independence, personal, social and emotional development, communication and their physical skills means they are extremely well prepared for the next stage in their learning.

Children are extremely happy, contented and well behaved. The childminder has exceptionally good knowledge and understanding of children's individual needs and meets these very well. The childminder is very much in tune with young children's individual ways of expressing themselves and so is immediately responsive, helping them to stay calm. Children are very independent and take pride in developing new skills, which the childminder supports well. For example, children not yet two years of age used child-sized knives confidently and safely to chop cheese into chunks to have with their snack. When they go outside to play, the childminder encourages them to have a go at fastening their coats and shoes. The childminder gives children gentle prompts to remind them how to manage their hygiene independently. For example, she reminds children to wash both sides of their faces after having a snack.

Children enjoy excellent levels of physical activity and energetic play. They play outside whenever they wish and very young children thoroughly enjoy the childminder's garden. For example, children had a wonderful time as they negotiated the path skilfully when in the cars; they pretended to mow the grass and watered the plants carefully. The garden is very well resourced to support learning across all areas.

Children demonstrate that they know how to keep themselves safe. Very young children enjoy regular cooking and baking, which introduces them to concepts such as 'hot' and 'being careful'. They carefully hold on as they step down into the garden. The childminder reminds children of road safety whenever they go for walks, and safe use of apparatus when they visit the park. This repetition helps to consolidate learning for very young children. The childminder practises her emergency evacuation procedures regularly with the children. However, the childminder does not always help very young children to understand fully that they do this to keep safe.

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

The childminder has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Her understanding of child protection is extremely good, and she has used her knowledge well to put in place procedures that help to safeguard children. For example, parents and visitors are informed immediately on arrival that they must not use their mobile phones or cameras when children other than their own are present.

The childminder monitors the effectiveness of the learning and development programme extremely well. She reviews recent activities consistently to identify where children have achieved or needed support, to inform her planning. She monitors learning plans to identify any gaps for individual children. Her observations and assessments of children's progress are evaluative and demonstrate excellent understanding of children's preferred learning styles.

The childminder is immensely reflective. As a result her self-evaluations are rigorous and demonstrate a strong commitment to continuous improvement. She reviews and updates her evaluations frequently, and monitors her action plans to identify whether innovations have proved successful. For example, she identified that children would benefit from a wider range of natural resources to explore and has monitored how children have used these. The childminder reviewed her systems of sharing information with parents. She had used diaries and although parents appreciated the information she provided in these they rarely contributed. She has changed recently to a secure on-line system that parents can access independently whenever they wish. Parents now add their own comments regularly, which the childminder values and incorporates into her planning.

The childminder strives to continuously improve her skills and focuses on her own professional development very well. For example, she has recently completed a professional early years qualification, which has encouraged her to look at early education from different perspectives. Currently the childminder does not care for children who are learning English as an additional language. However, she has updated her skills in supporting children whose first language is not English so that she is well prepared if asked to do so.

The childminder develops extremely strong partnerships with parents and works closely with them to support children's move to nursery or school. She has a very good awareness of the importance of working in partnership with other professionals, for example, if children require specialist support in order to make progress.

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	142013
Local authority	Somerset
Inspection number	836623
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	10/07/2009
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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