

<b>Inspection date</b>	10/12/2014
Previous inspection date	13/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder provides a good range of activities, which interest and challenge the children effectively.
- Children share warm and trusting relationships with the childminder and her assistant.
- The childminder has established strong partnerships with parents, which contribute to meeting children's needs effectively.
- Children's communication and language skills are well developed because the childminder and her assistant interact with the children at a high level, extending their vocabulary and promoting their language.

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

- Occasionally, the childminder over-directs art activities, which does not allow children to freely use their imagination and creativity.

## 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 and the quality of interaction between the children, the childminder and her assistant.
- The inspector spoke to the children, the childminder and the assistant at appropriate times throughout the inspection.
- The inspector sampled documentation, including children's records.
- The inspector took into account the views of parents through written comments.

## Inspector

Michelle Tuck

## Full report

### Information about the setting

The childminder registered in 2002. She lives with her husband, who is also her assistant, and two teenaged children in Wellington, Somerset. Children have use of a lounge / dining room, toilet facilities and kitchen downstairs. There is a rear garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, of whom four are in the early years age range. The family has a cat.

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

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

- ensure all art activities provide children with opportunities to fully use their imagination and creativity.

### Inspection judgements

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

Children are happy and settled in the care of the childminder and her assistant, who plan interesting activities; these excite and challenge the children appropriately. The childminder promotes communication and language skills well as she interacts at a high level with the children, engaging them in conversation. For example, she uses her knowledge about the children's families to initiate interesting conversation as they play. The children talk about their brothers, sisters and other people in their families. This promotes children's personal, social and emotional development, and helps them to feel valued.

After snack time, the children took part in role play in the Christmas toyshop. They put the Christmas presents into a large sack and adopted different roles as they handed them out to the other children, the childminder and her assistant. This shows that they use their imagination well. Children thoroughly enjoyed taking part in creative activities. Children of all ages painted their hands to make handprints, supported by the childminder who encouraged them to count their fingers. This also supports children's mathematical development well. However, occasionally, the childminder over-directs creative activities and they are not always varied enough for the different ages and abilities of the children. For example, children used pre-cut shapes of snowmen and Father Christmas to decorate Christmas cards. This means that children do not always have the opportunity to express themselves freely in creative activities. In addition, older or more able children are not encouraged to have a go at cutting out the shapes for themselves.

Children thoroughly enjoyed playing outside. They dug in the sand pit, filled containers

and transported sand from one place to another. The childminder and her assistant used spontaneous opportunities to extend children's learning. For example, while the children were using the bricks to build towers, they talked about the different letters on the bricks. The children confidently recognised the initial sound of the letter in their name, and those of their friends, the childminder and her assistant.

The childminder has a good understanding of the Early Years Foundation Stage. As a result, children make good progress in their overall learning. She plans and monitors children's progress accurately, which enables her to plan the next steps in their learning successfully. She completes regular assessments of the children's ongoing progress, including the required progress check for two-year-old children.

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

Children enjoy warm and trusting relationships with the childminder and her assistant. This successfully promotes children's emotional and physical well-being. The childminder knows the children extremely well; she knows what interests them and is aware of their preferences. She provides the children with lots of praise and encouragement for their efforts and achievement. This boosts their confidence, promotes their self-esteem and helps them to feel settled and secure in the childminder's care. The childminder supports children's physical development effectively. They play in the garden and at the park, and take part in exciting outings, which stimulate their interest and extend their understanding of the world. For example, the childminder uses an interest in farms to support a new child starting at the setting.

Children benefit from healthy snacks and meals, which are provided from home. They are encouraged to drink plenty of water to keep them hydrated and follow thorough hygiene practices to help prevent the spread of infection. Children play in a clean and well-maintained home, where they can access a good range of resources. This supports their independence well and encourages their free choice in play.

The childminder teaches children how to keep themselves safe. They practise the emergency evacuation procedure, so that they know how to get out of the house quickly and safely in an emergency. The childminder engages the children in conversation about road safety and supervises them appropriately at all times. The childminder and her assistant have high expectations of the children's behaviour. They act as good role models, encouraging them to share and take turns. Consequently, children's behaviour is very good.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good knowledge of child protection issues and is able to identify the signs or symptoms that may be a cause for concern. She is clear

on the reporting procedure to follow if she has concerns about a child's welfare. The childminder carries out risk assessments on the home, garden and the outings she takes with the children. She also makes daily checks to ensure that the house remains safe and is suitable before the children arrive.

The childminder has established strong partnerships with parents. She regularly shares information with them about the activities that children enjoy and the progress they make. The childminder communicates verbally with the parents at the end of the day, and for the younger children she provides a daily diary. She asks parents to complete questionnaires and uses their responses to help her evaluate her provision. She has suitable systems in place to share information with other early years settings when children's care and learning are shared. This helps to promote consistency for the children and continuity in their learning and development.

The childminder has a good knowledge and understanding of the learning and development requirements. She carefully plans an interesting range of activities, makes regular observations of the children and monitors their progress effectively. There is a good balance of child-initiated and adult-led activities, which are securely based on children's interests and learning needs. As a result, the childminder is able to promptly identify any gaps in children's learning and put into place additional activities and support, in order to close these.

The childminder has successfully addressed the recommendation from the previous inspection, and now evaluates her practice well and maintains a written self-evaluation document. She effectively uses this process to identify the areas where her practice is strong and areas that she could develop further. She oversees the work of her assistant well; they regularly discuss their provision, training needs and any improvements they want to make. This has a positive impact on improving practice and demonstrates a good capacity to maintaining continuous 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>	EY232932
<b>Local authority</b>	Somerset
<b>Inspection number</b>	832814
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/03/2009
<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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