

Inspection date	10/12/2014
Previous inspection date	16/03/2009

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

- The childminder plans exciting activities to support children's interests and development. As a result, they engage well in their play and make good progress.
- Children benefit from a welcoming environment in which they choose from a good range of toys for themselves, to promote their independent play.
- The childminder provides a safe and secure home in which children move around and explore freely and confidently.
- Children behave well and are developing positive attitudes towards one another because of the childminder's consistent messages and positive interaction.

It is not yet outstanding because

- The childminder does not successfully obtain information from all the other early years settings children attend, to meet their developmental needs more consistently.

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 the childminder's interaction with the children.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

The childminder registered in 2004. She lives with her husband and three children in Yeovil, Somerset. All ground floor areas of her premises and a first floor bathroom and bedroom are used for childminding. There is an enclosed rear garden for outdoor activities. The family has a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has two children on roll in the early years age group. She has a childcare qualification at level 3.

What the setting needs to do to improve further

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

- strengthen the partnerships with all the early years settings children attend, to meet children's individual developmental needs more consistently.

Inspection judgements

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

The childminder plans and monitors children's learning successfully. She assesses their development from the start in partnership with parents. She records observations of children each month and tracks their progress in all areas throughout the year. The childminder identifies gaps in children's progress, which she prioritises as their next steps for learning. To help children achieve, the childminder plans seasonal and topical activities and uses their favourite resources. As a result, children make good progress in relation to their starting points. The childminder keeps parents informed as children achieve and provides them with the required progress check for two-year-olds.

The childminder interacts with interest and sensitivity to support children's ideas and encourage them to lead their own play. As a result, children choose toys confidently for themselves and create their own activities. The childminder skilfully questions children in their play to challenge them and promote their communication and language skills effectively. For example, children created an activity using the helicopter to rescue people and animals. The childminder asked children how they could use the mats and carpet in the rescue and what the characters might wear. She provided lots of discussion about what the children were doing, to summarise the activity for them. The childminder included mathematical challenges by encouraging the children to count the trains into groups to share later with their friends. As a result of this positive interaction, children engaged for long periods in their play.

Children are developing a good sense of their local community. They benefit from many

regular outings each week, such as trips to the park and indoor soft play centre for physical play, and the woods to explore natural life. They also catch the bus to visit the libraries and scrap store to borrow resources. The childminder encourages children to use their senses and creativity with different textures, media and materials. Children made snowflakes with paper doilies, which they coloured in and added glue and glitter to. They then used scissors to cut out shapes in the doilies with her support. The childminder extended the activity by encouraging the children to sound, name and write the letters of their name on the snowflakes. The children demonstrated pride in their achievements by jumping, smiling and showing the snowflakes proudly. This demonstrates children's interest and motivation to learn and achieve.

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

The childminder works closely with parents to meet children's routines and needs consistently. She provides a welcoming home in which she supports children well throughout their exploration. Children show a good sense of well-being in the childminder's home. They excitedly show visitors the Christmas decorations recently put up and where all their favourite toys are kept. The childminder encourages children to recall and talk about past events at home and in her care, such as the Christmas films they have watched at home and places they visited with her. Children also enjoyed looking at and taking about the photographs of themselves in the childminder's home. This supports them well in the move between their home and her care.

Children develop good independence. The childminder encourages them to change their clothes and manage the toilet and hand washing themselves. She encourages children to attempt to solve problems for themselves, while also reminding them to 'ask if you need help'. The childminder supports children well in developing positive attitudes and learning about what is expected of them. She reminds children of her house rules, such as no running indoors, sharing, being polite and respecting others. She supports children closely and shows them through her own actions how to behave well. As a result, children considered the needs of one another, listened well to her, helped willingly and said 'please' and 'thank you' without prompt. This helps to promote children's personal, social and emotional development well, and promotes their future learning and school readiness effectively.

The childminder maintains a clean and secure environment with good standards of safety throughout her home. Children benefit from a dedicated playroom with a good range of toys and lots of open play space in the sitting room. As a result, they explored freely and confidently, and had space to extend their play unhindered. The childminder promotes children's understanding of keeping safe by guiding them in safe play, such as how to hold scissors safely, and teaching them about road safety on walks. Children benefit from lots of outdoor play, walks in the woods and trips to the indoor soft play centre each week. This promotes their health and physical development well.

The effectiveness of the leadership and management of the early years

provision

The childminder has a very secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. She follows guidance from the schools children attend, to help them learn about internet safety. The childminder maintains a safe and secure environment for children. She completes risk assessments and monthly health and safety checklists, and implements her policies and procedures. This helps to maintain a clean, safe and secure environment for children.

The childminder demonstrates a positive commitment to driving continuous improvements in the quality of children's care and learning. She successfully evaluates her provision through a self-evaluation form and meeting with other local childcare professionals. As a result, children benefit from on-going improvements to their care and learning. For example, she has attended many courses to promote children's welfare, behaviour, communication and language skills, and understanding of internet safety. The childminder demonstrates a good knowledge of the learning and development requirements. For example, she uses her written observations of children and tracker sheets to assess the impact of the planned activities on their next steps.

The childminder establishes good working partnerships with parents, who she provides with clear information about all aspects of her provision. She keeps parents well informed through a communication book, which she completes each day. The childminder also uses this book as a three-way communication tool to improve links with the other early years settings children attend. This enables her to provide consistent information to both the parents and these other settings. In response, some settings also share information about the children regularly. However, the childminder does not successfully engage all settings in sharing information about the children they also care for, to promote their needs consistently. The childminder values and obtains the views of parents who provide written feedback to the childminder. They stated their children have a close bond with the childminder, who provides great continuity of care and supports children very well in their move to school.

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	EY282426
Local authority	Somerset
Inspection number	837461
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	16/03/2009
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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