

Inspection date	11/12/2014
Previous inspection date	25/02/2009

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 form strong bonds with the childminder. They are secure and content and show high levels of confidence and self-esteem.
- The childminder uses her good knowledge and understanding of the early learning goals to establish children's starting points. Effective systems of planning and assessment result in all children making consistently good progress.
- The childminder works closely with parents and shares information very well in order to meet individual children's welfare needs.

It is not yet outstanding because

- Parents are not fully involved in planning and promoting children's learning at home and with the childminder.

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 held discussions with the childminder.
- The inspector sampled children's learning records.
- The inspector sampled the childminder's documentation that supports the safeguarding and welfare of children.

Inspector

Julie Neal

Full report

Information about the setting

The childminder registered in 2001. She lives in Taunton with her husband and four school-age children. The ground floor of the premises is used for childminding where toilet facilities are available and there is level access. The enclosed rear garden is suitable for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age group. The childminder has completed a Diploma in Home-based Childcare, which is a level 3 early years qualification.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing information with parents in order to involve them more fully with planning and promoting children's learning at home and in the setting.

Inspection judgements

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

Children of all ages make good progress in learning, relative to their individual starting points when they first attend. This is because the childminder provides them with a variety of stimulating and challenging experiences that encourage them to explore and investigate. For example, very young children have started to show an interest in making things happen. The childminder organised a good variety of resources that required children to experiment with how things work. Babies and very young children immensely enjoyed exploring spinning tops, toys with pop-up features and musical instruments. The childminder is skilled at knowing when to allow children to investigate and when to intervene. For example, helping babies to get the spinning top going then providing them with space to spin it for themselves. This means children do not become frustrated and the activity promotes a sense of personal achievement.

The childminder supports children's developing communication skills very well. She encourages babies and very young children to express themselves in their own way and models language clearly. For example, while playing with stacking rings and beakers, very young children showed they know their colours by selecting those named by the childminder. She encouraged them to name the colour as they used each piece, she praised their attempts and repeated the words correctly. The childminder talked to children about big and small. When reading a story with very young children, she encouraged them to find different characters and to feel the textures of the pictures.

The childminder monitors children's progress well. She uses information from parents and her own initial observations to establish children's starting points. She makes ongoing observations of children to identify the progress they are making and she plans well to provide challenge for individual children. The childminder makes clear and concise assessments of children's progress. For example, she completes the required progress check for two-year-old children. These provide a comprehensive overview of children's progress to date in the areas of personal, social, and emotional development, communication and language, and physical development. The childminder goes through the progress check with parents. She discusses their children's next steps and how they can work together to implement these in the setting and at home. The childminder keeps learning journals for each child and, overall, these show a clear picture of the good progress children make over time. The childminder's assessments enable her to identify any aspect of learning where children are not achieving expected levels and to take appropriate action to help them progress.

The childminder involves parents in their children's learning from the outset. Parents regularly share their children's achievements at home, such as learning new words, and any developing interests. The childminder values this information and, overall, makes good use of it when planning activities to extend learning. However, the childminder does not routinely involve parents in planning activities that link children's learning experiences in the setting and at home.

The childminder is not currently caring for children who attend other early years settings, such as pre-schools. However, her good promotion of children's personal, social and emotional development, independence, communication skills and physical development prepares them well for the transition to the next stage in their learning.

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

The childminder has very good systems in place to make sure children have plenty of opportunities to meet and get to know her before they start to attend regularly. As a result, babies and very young children quickly settle with her and they show high levels of emotional security. For example, when babies arrived they beamed with delight to see the childminder and showed no signs of distress when their parents left. Very young children showed they were content and secure with the childminder, who understands their different needs and personalities extremely well. For example, some very young children needed time to adapt to changes to daily routines, such as visitors to the setting. The childminder supported them very well, ensuring that they continued to feel safe and secure. The childminder's very good communication with children supports their feelings of security. For example, before moving briefly out of a child's line of sight to get a baby's bottle, she explained what she was doing so they did not feel anxious. The childminder's excellent knowledge of individual children means she is prompt to respond to their needs. For example, she recognises very young children's ways of communicating when they are tired or hungry. As a result, they do not become frustrated and upset.

The childminder conducts rigorous risk assessments of her home and all activities and

resources in order to minimise any potential hazards. For example, babies and very young children are becoming increasingly mobile. Consequently, the childminder organises space very well to support them as they crawl, stand and take their first independent steps. She makes sure there are no unsuitable toys within reach, while ensuring that the youngest children have plenty of choice available to them. Some children are at the stage where they explore with their mouths as well as their hands. The childminder provides a selection of resources including beakers, blocks and rings so they can do this safely. She washes these afterwards to ensure are clean. The learning environment is inviting and well resourced, indoors and outdoors, to support learning in all areas. Children make good use of the childminder's garden and enjoy visits to nearby parks and playgrounds most days. This encourages children to be physically active.

The childminder encourages children to be independent, according to their ages and stages of development. For example, very young children help to put toys back in the boxes because the childminder makes it fun. The childminder encourages them to help wipe their hands before snacks. She encourages very young children to take an interest in feeding themselves by giving them a spoon so they can copy her and encouraging them to try finger foods.

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 and her responsibilities to implement these. She has a strong understanding of child protection issues and knows what to do to safeguard children. She keeps written policies and procedures relating to safeguarding and children's welfare. These are shared with parents to ensure they are aware of her responsibility to take action if there are safeguarding concerns. She has a clear understanding of the actions she must take if an allegation is made. She does not allow visitors, including parents, to use mobile phones or cameras when children other than their own are present. The childminder keeps her safeguarding knowledge up to date by attending approved training.

The childminder has a good understanding of the learning and development requirements, and is confident in her knowledge of how children learn. As a result, she plans a programme of activities that provide children with a broad range of learning experiences, so they make good progress. Monitoring is effective in ensuring that assessments are well focused and identify any gaps in the learning provision. The childminder identifies and shares children's next steps for learning with parents. Very good partnerships with parents and other professionals supporting children, mean the childminder is consistently well informed about children's additional needs. Therefore, she is able to take appropriate action to make sure she gives children the support they need.

The childminder reflects well on her practice and has a clear insight into what she does well, and where improvements can be made. For example, she has a good knowledge of the early learning goals and knows how to promote children's learning and development.

However, she recognises that she sometimes lacks confidence in recording evidence of children's progress and worries that she is not doing this correctly. The childminder has taken action to overcome this, such as attending training relating to carrying out the progress check for two-year-old children. The childminder shows commitment to continuous improvement. She makes the most of training opportunities to develop her practice. For example, she has completed a course in using sign language with children and is beginning to implement this knowledge. She has addressed the recommendations raised at the last inspection.

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
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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	507115
Local authority	Somerset
Inspection number	836895
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	25/02/2009
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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