

Inspection date	16/12/2014
Previous inspection date	08/04/2009

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 childminder provides an exciting range of excellent activities, which motivate children to learn so that they make outstanding progress.
- The childminder provides a well-organised environment that enables children to become highly independent learners.
- The childminder and her assistants have exceptionally strong relationships with children that help them form excellent emotional attachments and develop confident independence.
- The childminder establishes extremely effective partnerships with parents and other professionals, which has a significant impact on meeting children's individual needs.

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 indoors and outdoors.
- The inspector carried out a joint observation with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the childminder's self-evaluation, as well as parents' and older children's written feedback left for the inspection.
- The inspector sampled documentation, including policies, procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in Shepton Mallet, Somerset. Both of the childminder's children work as her assistants. The childminder uses the whole of the ground floor for minding, as well as a bedroom and bathroom on the first floor. There is a fully enclosed rear garden for outdoor play. The childminder is currently caring for 10 children in the early years age range. She also cares for children before and after school, up to the age of six years. The childminder collects and drops off children from the local school. She holds a childcare qualification and receives funding to provide free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- provide more word banks outside to enhance children's literacy development further.

Inspection judgements

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

The childminder has an excellent understanding of how children learn and provides an exciting educational programme. She seeks extensive information from parents that enables her to understand children's abilities and interests as soon as they start with her. The childminder observes children as they play and learn, enabling them to change the planning to meet their needs. For example, the childminder planned an activity to promote children's mathematical development. When children wanted to go outside, she changed it to a number walk, with children taking photographs of the numbers in the environment. The childminder seeks regular, excellent information on children's interests. She enables them to initiate activities so that they are extremely motivated to learn. For example, children made their own den from a small space they found in the bamboo. The childminder adds additional resources to support and challenge children's ideas. As a result, children are active learners and make rapid progress in their learning and development.

The childminder involves children in whole group activities, where they welcome each other and learn positional language such as who is next to the assistant or on top of the stool. The childminder uses songs for children to learn the days of the week. For example, older children eagerly said what day it was and sounded the letter it begins with, to find the written word. The childminder provides an exceptional role model in making learning

fun. For example, she made deliberate mistakes so that the children corrected her, demonstrating their knowledge. Children then also made mistakes, such as putting words upside down and laughing when the childminder asked if that was correct. The childminder encourages strong speaking and listening skills because she ensures all children get a chance to contribute to conversations. She introduces new words to extend children's vocabulary, so parents are amazed when their children correct them, for example saying 'It's not a shark; it's a barracuda'.

The childminder and her assistants make excellent use of all routines as a learning opportunity. For example, children made up their own versions of songs as they waited for their turn to wash their hands. They then counted to see how many children were left each time one left the room. At snack time, through highly effective support, children recognised halves and quarters, and also peeled fruit and used knives to spread butter, promoting their independence as well as mathematical and physical skills. The assistants follow the childminder's exemplary lead and challenge the more able children. For example, they asked children what they would like to drink. They wrote the numbers down so that children begin to recognise numerals; then they asked 'If two children want hot milk and two want cold, how many want milk altogether?' They cut the toast into different shapes so children had fun learning. Also, when children asked about the words on the assistant's tee-shirt, they used the opportunity for children to recognise letters in their name.

The childminder and her assistants plan an extensive range of activities indoors and outdoors, ensuring all children have opportunities to participate. They identify the learning opportunities and ways to support individual children. For example, younger children explored flour, watching it fall and spooning it from a container. Older children used recipe cards and a weighing scale, and all children explored the textures. The childminder encouraged children to recall their previous experiences, such as using scales. For example, children found the correct weights and placed ingredients on the other side until it balanced. The childminder extended their critical thinking and problem-solving skills, asking 'Is that enough?' and 'What do you need to do?' She also gave them a piece of square, greaseproof paper to fit in a round tin. As a result, children drew around the tin and cut the shape out. The childminder used all opportunities to teach children, even pointing out the shapes their fingers left in the flour. The consistently outstanding teaching prepares children extremely well for their next stage of learning and school.

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

Children thrive in the childminder's home. They develop extremely high self-esteem as they proudly announce they are the special helper for the day. They enjoy taking responsibility and when others want to help as well, the childminder provides skilful support so that children agree to help each other. Children's behaviour is exemplary. Older children are kind to the younger ones and through excellent support, they learn that they all have different opinions and needs. For example, when young children pushed their drink away, the childminder praised older ones for giving it to them. She then sensitively talked to them about how the children do not all want a drink at the same time and that is

for them to decide. As a result, children told the little ones where they could find their drink if they needed it. Parents praise the childminder highly, stating she lovingly cares for their children, giving them comfort, affection and understanding. Older children also state that they love going to the childminder's house because it feels like home. Parents confirm that the childminder prepares their children extremely well for school.

The childminder makes her home as accessible as possible. Children have use of the ground floor, including a dedicated playroom, giving them extensive space to play. The childminder and her assistants work extremely well together. They deploy themselves effectively so that children can benefit from the wide range of resources indoors and outdoors. For example, children use a funnel and hosepipe as a telephone in the garden. There are plenty of opportunities for children to learn the value of text indoors, although less so in the garden. The childminder uses the local area to further children's learning experiences, such as visiting the small stream, taking letters to the post office and finding out what people do in a bank. The childminder enables children to make independent choices. For example, she stores resources at a low level and has photographs of those she stores elsewhere, so children can choose from those too. Children are extremely independent; they know where they keep their belongings and get them when they need them, such as their gloves to go out in the cold.

Children develop excellent safe and healthy practices. The childminder uses all occasions to support their understanding fully, such as how to keep safe in the fog. Children learn that some boundaries are in place to keep them safe, such as not talking to strangers and crossing roads safely. Furthermore, the childminder uses children's conversations to enhance their understanding, such as how to be safe near the river and which animals are dangerous. Children gain an outstanding awareness of hygiene through daily routines and cooking activities. They grow their own fruit and vegetables and enjoy a wide range of nutritional snacks. Children talk about going to the dentist and how they look after their teeth, demonstrating an exceptional understanding of how to stay healthy. Children have daily opportunities to be outdoors and develop a strong awareness of the importance of exercise.

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

The childminder has an outstanding understanding of the requirements of the Early Years Foundation Stage, and implements them highly effectively to protect children's welfare and promote their development. She has well-documented information to safeguard children and meet their individual needs. The childminder and her assistants carry out extensive risk assessments and make children's safety their priority. The childminder has extremely effective systems to monitor children's development and ensure they have any additional support, so that any gaps in progress close very quickly. This includes the required progress check for two-year-old children.

Since her last inspection, the childminder has introduced newsletters and message books to further enhance communication with parents. The childminder has made improvements

to her development records to make them clearer for parents. They take them home to share with their families and this enables them to support learning at home. The childminder ensures that she and her assistants remain up to date with their first aid and safeguarding training. Together they review their practice and continually look at better ways of working. For example, they are extending the experiences in the garden, such as making a permanent mud kitchen rather than having it as a planned activity, to enable children to learn and extend their imagination further in their spontaneous play. The childminder observes her assistants and together they agree their personal development. She is booked onto advanced safeguarding training to enhance her knowledge and support her assistants further.

The childminder talks to the pre-school staff where children also attend, to share ideas on planning for children's ongoing development. Parents comment positively on the partnerships the childminder has with other early years settings. They state the childminder uses a link book and shares the children's development records to work together on children's progress. She provides parents with extensive information and has an exceptional awareness of the importance of working in partnership to meet children's needs effectively. As a result, all children receive the support and care they need to reach their full potential.

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	EY382325
Local authority	Somerset
Inspection number	829780
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	10
Number of children on roll	10
Name of provider	
Date of previous inspection	08/04/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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