

<b>Inspection date</b>	18/12/2014
Previous inspection date	16/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder seeks good information on children's interests so that she can plan effectively to motivate them to learn.
- The childminder provides effective support for children's mathematical development through daily routines and practical activities.
- Through sensitive support, children develop strong relationships and are emotionally secure.
- The childminder's good observations help her to have a very secure knowledge of children's progress and how to support their stages of development.

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

- The childminder does not use all opportunities to support children in learning through trial and error.
- The childminder misses some opportunities to use snack time to promote children's learning further.

## 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.
- The inspector offered to do a joint observation with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including children's development records.
- The inspector talked to the childminder about her self-evaluation and took account of parents' written feedback left for the inspection.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her husband and their two children, who are in the early years age range; one child is in full-time school. They live in a house situated in Ilchester, Somerset. Children mainly have use of a playroom, living room and toilet facilities downstairs. There is an enclosed garden available for outdoor play activities. The family has two dogs, a guinea pig, a rabbit and fish as pets. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She provides overnight care for up to two children. There are currently five children on roll, in the early years age group. The childminder also cares for children up to 10 years. She picks up and drops off children from school. The childminder is working towards an 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:

- support children further in learning through trial and error as they play
  
- make greater use of daily routines, such as snack time, as a learning opportunity for children to take on responsibilities in preparation for their eventual move to school.

### Inspection judgements

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

The childminder seeks good information on children's starting points and their interests. She uses this information well to plan to motivate them, in order to challenge their development further. The childminder makes regular observations and uses photographs to keep a record of children's development. She communicates regularly with parents to enable them to support children's learning at home. As a result, all children make good progress in their learning and development.

The childminder provides a good balance of adult-led and child-initiated activities, based on children's interests. For example, she encourages children to use sensory resources such as foam, by making a roadway and using cars because they love playing with vehicles. She points out the marks they leave behind and supports them in drawing and recognising shapes. Children are active learners, moving freely around premises. The childminder points out words in the environment and enables children to gain a love of books. She demonstrates how things work, such as showing children how magnets can make the train carriages join together or push them apart. However, she sometimes misses opportunities to support children in learning through trial and error, by making up

the train track for them for example.

The childminder encourages children's speech by talking to them about their experiences. For example, while reading a book, she asked children about when they went on a train. The childminder encourages younger children to explore sounds. They say 'brum brum' and 'crash' when playing with cars, for example. The childminder enables children to initiate their learning and provides additional resources and support to challenge their learning further. For example, young children enjoyed playing with the large bus. The childminder gave them play people to put inside and asked who was sitting next to whom.

The childminder encourages all children to be involved in activities and provides good support through practical activities. For example, she asked children to pass her two play people and to count 10 spoonfuls of porridge into a bag. The childminder uses everyday routines well to support learning, such as counting the steps as they go upstairs or finding matching shoes. This promotes children's mathematical development effectively. However, she sometimes misses opportunities to support children's learning further during snack time, such as setting the table or helping to prepare food. Children make firm progress in their key areas of development. This prepares them well for their next stage of learning and eventual move to school.

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

The childminder has effective settling-in procedures and gains as much information as possible from parents to get to know children well. Consequently, children are happy, settled and confident in her home. Children behave well and build good relationships with each other and the childminder. She praises children for sharing and for good manners, so that they understand her expectations. Children are gentle with the animals and learn to take care of them. The childminder follows children's routines and recognises their signs of being tired or hungry, to which she gives appropriate support. She provides a good role model and prepares children well for moving onto another setting or school.

Parents comment positively on the safe, stimulating environment the childminder provides. Children explore the good range of resources, which the childminder has on low-level shelving and in transparent boxes. This enables children to make independent choices. The childminder provides an appropriate range of resources to promote children's independence, such as steps to reach the sink. She makes good use of the local environment and groups to support children's development further, such as dancing groups, toddler groups and local gardens. Children have regular opportunities to use the garden, where there are further resources, for example for climbing and balancing. Children use a good range of resources that provide positive images of people's differences, so that they learn about the wider world.

The childminder supports children well in developing a safe and healthy lifestyle. Children choose healthy snacks and have regular drinks of water so they do not get thirsty. Parents state that the childminder provides a good range of nutritious meals. Children wash their hands before eating, using soap and separate towels to protect their health. Children

regularly practise the emergency evacuation procedures, which helps them to know how to help with their own safety. In addition, they learn through their play, such as knowing to hold the safety rail on the small trampoline or that a 'STOP' sign can mean danger. Children go outdoors daily and learn the benefits of exercise. The childminder attends child protection and first aid training, and has good documentation for further guidance. This ensures she knows what to do in the event of a concern or if a child has an accident.

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

The childminder has a good understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She carries out good risk assessments and ensures that she has appropriate equipment to keep children safe. For example, stair gates prevent children using the stairs or kitchen unsupervised. She checks her garden is safe before allowing children to use it and carries out separate risk assessments for any outings. The childminder has all required documentation in place and organises it suitably to manage her setting. The childminder has a good understanding of children's overall development and identifies relevant next steps in their learning. She uses the required progress check for two-year-old children to ensure she identifies any gaps in their development and provides parents with a copy. This enables them to work together to narrow any gaps in children's learning.

The childminder has almost finished working towards a qualification and has already applied to do a higher level. She constantly reviews her activities and as a result ensures she meets children's individual needs. As part of her self-evaluation process, the childminder seeks feedback from parents to find better ways of working and ensure they are happy with her service. In addition, the childminder attends meetings to discuss and share good practice with other early years providers. The childminder evaluates her personal development and as a result is seeking training in sign language, to meet the individual communication needs of all children.

The childminder works well in partnership with parents. She uses daily diaries to exchange good information with them, which enables them to support children's care and learning effectively. She informs them of their children's next stages of learning and encourages them to take resources home to support children's development. The childminder has some policies and procedures in writing and shares them with parents so that they know how she protects children's welfare. Parents' comments are very positive, praising the range of activities the childminder plans. The childminder meets the key people at other early years settings that children attend. This enables them to share information, in order to be consistent in their approach to children's care and development.

### **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

<b>Unique reference number</b>	EY428277
<b>Local authority</b>	Somerset
<b>Inspection number</b>	845411
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/11/2011
<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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