

Inspection date	12/01/2015
Previous inspection date	15/07/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder supports children's developing language skills well. As a result, children communicate confidently.
- Children are happy and confident and have good self-esteem. This helps them to make steady progress in their learning and development relative to their starting points.
- The childminder keeps children safe and secure. She has a thorough understanding of how to safeguard children and protect them from harm.

It is not yet good because

- The childminder does not have a secure knowledge of the information to share with Ofsted to ensure she meets all requirements.
- Learning opportunities for outdoor play are sometimes restricted, depending on the time of year.
- Self-evaluation does not include the views of parents or children to help drive ongoing improvements.

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 sampled children's learning records.
- The inspector sampled regulatory documentation, such as attendance registers and accident records.
- The inspector held discussions with the childminder.

Inspector

Julie Neal

Full report

Information about the setting

The childminder registered in 2003. She lives with her partner in Somerton, Somerset. Childminding takes place on the ground floor, which includes toilet facilities. There is a fully enclosed rear garden for outside play. The childminder has a pet dog. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll within the early years age range who attend on a part-time basis. She also cares for older children before and after school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of information that needs to be shared with Ofsted to meet all requirements.

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

- develop outdoor learning so that children have more consistent opportunities to play outside at all times of the year
- develop self-evaluation further to include feedback from parents and children to support ongoing improvements to practice.

Inspection judgements

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

Children make good progress in learning, relative to their starting points. The childminder plans activities using children's current interests to promote their learning effectively, especially indoors. For example, she had made sure there were a variety of small world figures, vehicles, and houses for children to use, based on her observations of their recent choices. The childminder allowed children time to organise their play and encouraged them to explore their thoughts and ideas well. For example, when children talked about 'daddy drive the car', the childminder asked questions, such as 'where is daddy going?' This led children to talk about their parents driving to work in the car, and to consider where they like to go in the car. The childminder supports children's developing communication well. Some very young children's speech is not yet clear, however, the childminder understands how they express themselves, and engages them in lively

conversations. She repeats words and phrases back to children to support their developing language and vocabulary. For example, when children identify colours as 'geen' or 'lellow', the childminder repeats the words 'green' and 'yellow', so they learn the correct pronunciation.

The childminder uses everyday routines well, such as tidying up, to encourage simple counting and help children identify objects that are 'the same'. For example, children count along with the childminder as they put toys away in the correct boxes. The childminder plans daily outings and indoor activities to promote children's physical activity. However, learning opportunities in the childminder's garden are less frequent, so children can explore changes to the familiar environment and be physically active. This is because the childminder does not use the garden throughout the year to extend children's learning experiences further.

The childminder makes observations of children and uses these to identify where children have made progress. She has revised her processes of assessment and now uses a tracker system. This helps her to identify children's current stages of development, and to confirm that they are learning at the expected levels for their ages. The childminder's monitoring and promotion of very young children's progress in relation to their communication and language, their physical development, and their personal, social and emotional development is successful. As a result, they are suitably prepared for the next stage in learning, such as going to pre-school.

The childminder involves parents in their children's learning. They complete an 'all about me' form. This includes information about their children's progress to date, which the childminder links to the seven areas of learning. The childminder has introduced progress sheets for parents to share what their children learn at home. She shares information about children's achievements informally through discussion. The childminder has started to provide parents with a brief regular report of children's progress, and their identified next steps, and invites their comments. The childminder understands the requirement to complete a progress check for two-year-old children, and prepares for this to ensure parents and any other early years settings children attend, can contribute. These practices support positive partnership working that benefits children's learning and development.

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

The childminder provides a nurturing and caring environment. She understands and meets children's individual needs, and as a result, children are happy and confident with good self-esteem. Very young children show they feel secure as they spontaneously hug the childminder and come for a cuddle with her. Children are well behaved. They respond well to the childminder's consistent approach. She makes clear explanations to young children about what is expected. For example, that crayons need to go back in the box after use so they do not get lost or broken. This makes sense to children, who happily help to tidy up.

The childminder encourages children to be independent. For instance, very young children wash their hands before meals, and the childminder encourages them to help fasten coats

and put on their shoes when going out. The childminder helps children to develop an understanding of keeping healthy. For example, very young children had slight colds. They covered their mouths when they coughed and helped themselves to tissues when they sneezed. Although too young to fully understand why they must use tissues, the childminder praised them for 'catching the nasty germs', and for putting used tissues in the bin. This encourages children to develop good hygiene practice.

The childminder provides a safe and well-resourced learning environment. She organises resources and equipment according to the ages and interests of children present each day. She makes sure there is a suitable variety at floor level so very young children can choose for themselves. Children can explore safely because the childminder's daily risk assessments identify any hazards, which the childminder addresses. Children take part in regular fire drills to learn what to do to keep safe in an emergency. However, the childminder had not fully completed the process for Ofsted to check new members of the household, although this does not have a significant impact on children's well-being, because the childminder supervises them well. The childminder ensures children have daily outdoor activities because they go for walks and visit local parks. In addition to walks and using apparatus at the park, children enjoy taking part in action rhymes and games indoors to use their bodies. For instance, the childminder encouraged children to stretch up high, go down low, put their hands on their hips, and touch the end of their nose. Children thoroughly enjoyed this lively activity. However, there are fewer opportunities for children to play in the childminder's garden throughout the year, to extend their physical and exploratory learning further.

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

The childminder has informed Ofsted verbally of changes to members of her household, and has ensured they have had a Disclosure and Barring Service check. However, she did not ensure that additional documentation was completed and sent to Ofsted to confirm their overall suitability. Although this is a breach of a requirement, the appropriate form was completed online and submitted to Ofsted on the day of inspection. The childminder supervises children at all times. Therefore, there is no significant impact on children's safety.

The childminder has a thorough understanding of what actions to take to safeguard children, should she have any concerns. She understands the correct procedures to follow if an allegation is made against herself or a member of her household. She keeps written safeguarding policies and procedures, which she has updated to reflect current guidance. All required records relating to children's safeguarding and welfare are in place and maintained appropriately, including personal information about the children. Documentation includes agreements with parents with their permission to take children on outings and, where required, to administer medication. Her risk assessments are thorough and she implements these well to make sure children are safe in her home and on outings.

The childminder has a sound understanding of the learning and development requirements of the Early Years Foundation Stage. She has taken significant steps since her last inspection to improve her knowledge of the seven areas of learning and the early learning goals. She has become more confident in using her observations of children to identify their developmental stages and to assess their progress. As a result, she identifies children's next steps in learning, which are generally appropriate, so she can plan focused activities to support children's good progress. The childminder recognises the importance of working closely with parents in meeting children's individual needs. She has worked hard since her last inspection to include parents more in their children's learning. The childminder understands the importance of sharing information with other early years settings, such as pre-schools, where children also attend these. This shared approach means children receive consistent care and learning experiences.

The childminder has developed her systems of self-evaluation appropriately. In recent months, much of her reflection has focused on making sure she has properly addressed actions and recommendations from her last inspection. She has also concentrated on ensuring that she has a secure understanding of recent changes to the Statutory Framework for the Early Years Foundation Stage. The childminder shows awareness of what she does well and where she needs to improve further. She has attended training to develop her skills, and has sought advice from other early years professionals, which overall, has helped her to improve outcomes for children. However, the childminder does not seek and include feedback from parents or children in her self-evaluation processes to help drive ongoing improvements based on their experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY257459
Local authority	Somerset
Inspection number	984396
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	15/07/2014
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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