

Inspection date	16/01/2013
Previous inspection date	02/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Not Met
How well the early years provision meets the needs of the range of children who attend		3
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 is satisfactory

- Children benefit from a kind, caring childminder, with whom they have positive relationships, and from her sound organisation of space, time and school runs.
- Children enjoy toys and activities appropriate to their individual needs and interests.
- Children learn about appropriate health routines through the childminder's positive role modelling, established routines and well presented home.

It is not yet good because

- Written records are not kept each time a medicine is administered to a child.
- The childminder is not confident in how to sound words and letters to support children's reading and writing.
- The childminder's self-evaluation system does not identify weaknesses or gaps in her knowledge of the Early Years Foundation Stage, such as training needs or children participating in fire drills to help them learn about safety.
- Partnerships with other settings children attend are not effective to share information about individual needs in relation to children's learning and development.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children's activities inside.
- The inspector checked evidence of suitability and documentation relating to safeguarding and welfare requirements.
- The inspector talked to the childminder about her knowledge of the learning and development requirements.
- The inspector looked around the ground floor of the home and garden.

Inspector

Sara Bailey

Full Report

Information about the setting

The childminder registered in 1994. She lives with her husband in Chedzoy, near Bridgwater, Somerset. Childminding only takes place on the ground floor of the home, with its own bathroom facilities. There is a large, enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has two children on roll, both

within the early years age range. The childminder is not registered to provide overnight care.

What the setting needs to do to improve further

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

- ensure a written record is kept each time a medicine is administered to a child, to promote children's good health.

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

- model to children how simple words can be broken into sounds and blended together to make words by using supportive educational documents such as 'Letters and Sounds: Principles and Practice of High Quality Phonics'
- improve the systems for self-evaluation to help identify areas of weakness or gaps in knowledge of the Early Years Foundation Stage and seek training or guidance to develop a greater awareness
- strengthen the partnerships with other settings children attend, to share information in order to further meet children's learning and development needs
- teach skills and knowledge in the context of practical activities, such as learning about fire safety through regular fire evacuation drills.

Inspection judgements

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

The childminder is currently only providing occasional after-school care for children within the early years age range. She meets their learning and development needs appropriately for the limited time they spend with her. The childminder is aware of children being tired after a day at school and plans a range of activities for them to choose from in line with their interests. She also supports parents by completing homework with the children so that they have completed it before they are too tired to concentrate later in the evening. The childminder keeps parents informed about their children's achievements and progress through daily discussions.

The childminder is patient and supportive of children's reading and writing activities. She

listens to them read their school books, helps them with their words by playing word snap and helps them to complete their phonics work sheets. This helps children to make steady progress. However, she is not confident on how to sound out words and letters in line with how they are taught at school. She has not considered using resources such as 'Letters and Sounds: Principles and Practice of High Quality Phonics' to assist her. The childminder interacts with the children appropriately, helps them develop new skills and learn through exploration with age appropriate toys and activities. These skills help children prepare for the next stage in their learning.

The childminder observes children's starting points, progress and development. She is just beginning to assess these observations and link them to the areas of learning, to identify the age and stage children are at. She has a basic knowledge of the Early Years Foundation Stage but is not confident about some aspects, such as the prime and specific areas of learning. However, she provides sufficient activities to cover all of these so there is limited impact on children's development. Although she has no experience of caring for children with English as an additional language or Special Educational Needs and/or disabilities, she is aware of seeking advice and support to best meet these children's individual needs in the future. She promotes equality with boys and girls appropriately.

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

Children benefit from the childminder's kind, caring approach. Children are woken sensitively when they fall asleep on the journey home from school. Children are happy and have positive relationships with the childminder. They clearly know the routine and are respectful of the home and others. They hang their coats up and take off their shoes without being asked. Children are confident to ask for help when needed, such as the bathroom light needing to be put on.

Children learn about safety through the childminder's positive practice, such as the light pull cord being short to prevent a hazard. They know the rules and boundaries of the home. Children also learn through discussions and reminders, such as sitting appropriately at the table so they do not fall and not running around inside on the wooden floors as they will slip. Children have not been involved in any fire drills to help prepare them or the childminder for an emergency evacuation.

Children learn about positive health through a clean, well maintained home and appropriate hygiene routines. They benefit from a light tea on their return from school. This is generally healthy, with granary bread sandwiches and yoghurt with the offer of fruit, alongside some treats the childminder knows children like. Children's medication is given without the childminder keeping a written record. This is a breach of requirement. The childminder does obtain written permission from parents to give medication and she does inform them when it has been given. Due to the type of medication given there is no risk of giving the wrong dose, so there is limited impact on children's health because of this documentation weakness.

Children have spacious play space both inside and outside to develop their physical skills.

Children enjoy the toys and activities which have been set up for them on their return from school. They sit at the small, child-sized table and chairs with a computer each, which meets their individual needs. Children comment that one computer will not work as the batteries ran out last time they used it but the childminder has replaced the batteries. Children have fun with a printing set, which the childminder shows them how to use by pressing the stamps down hard to make them work. The new skills they develop help prepare them for school.

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

The childminder is aware of her responsibilities in safeguarding children. She has attended training and has up-to-date information to refer to in the event of being concerned about a child. The childminder has updated her first aid training to be able to deal with children's minor accidents, which was an action set at her last inspection. She has also conducted a risk assessment of the premises, which was also an action at the last inspection. She has appropriately identified and addressed all potential risks.

The childminder completed training to improve her knowledge of children's learning and development following another action set at her last inspection. Since this training, the Early Years Foundation Stage has been revised and she has not kept up to date with some aspects of this. For example, she is not confident about all the areas of learning and is not yet familiar with the two year old progress checks as she does not care for children in this age group. Through discussion she identifies these as areas to follow up and obtain guidance or training on. Her self-evaluation process is not sufficiently effective to help her identify her weaknesses.

The childminder has positive partnerships with parents. She has found simple, acceptable ways to share information with parents when they collect children. She sits in the car with parents to talk briefly once children are safely strapped in their car seats to go home with a snack to keep them occupied. She is well organised in her daily routine, use of space and storage of records. She shares policies and procedures appropriately with parents and all documentation, apart from the medication records, is in place. The childminder has implemented a complaints log since the last inspection, as this was raised as an action. The childminder has made some links with other settings children attend. However, this has not extended to the sharing of information regarding their learning and development in order to identify children's needs and help them to make further progress.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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	141927
Local authority	Somerset

Inspection number	797992
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	02/05/2012
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 that are usually their 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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