

Inspection date	07/01/2015
Previous inspection date	08/07/2014

The quality and standards of the early years provision	This inspection:	2
	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		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

- The childminder skilfully promotes children's key areas of development, which prepares them well for their next stage of learning and school.
- Children are confident, happy and emotionally secure in the childminder's home.
- The childminder carries out regular observations of children's development, which enables her to plan effectively for their next stage of learning.
- Children develop a good understanding of a safe and healthy lifestyle.

It is not yet outstanding because

- The childminder sometimes misses opportunities to encourage children to use trial and error to solve problems for themselves.
- The childminder does not make full use of daily routines to give children age appropriate responsibilities to prepare them further for their move to school.

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 carried out a joint observation with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, and children's development records.
- The inspector took account of the childminder's action plan for improvement.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2006. She lives in Wellington, Somerset. Children have access to the ground floor of the premises and a bathroom on the first floor. There is a garden to the rear of the property for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder employs an assistant and is currently minding five children in the early years age range. The childminder picks up and drops off children to and from local schools. She is currently caring for children up to eight years.

What the setting needs to do to improve further

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

- encourage children to solve problems for themselves through trial and error during their activities and play
- make better use of opportunities during daily routines, such as snack time, for children to take on greater responsibilities.

Inspection judgements

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

The childminder has a good understanding of each child's current abilities and next stages of learning. This is because she keeps regular observations on children and links these to the early learning goals. She exchanges good information with parents so that she knows children's starting points and they can support learning at home. The childminder recognises that most activities can promote all areas of development. As a result, all children make good progress in their learning and development.

The childminder plans activities she knows will interest the children and includes all of them. She asks good open-ended questions to help children think and demonstrate their understanding. For example, when the childminder asked the children what happened when they played the instruments faster, older children explained the sound got louder. This planned activity led to children extending their own learning by wanting to listen to music. They joined in with the songs, followed actions and moved in time to the music. Babies explore the resources moving around the furniture safely and crawling to where something catches their interest. The childminder demonstrates how children can use the resources and gives them time to try for themselves. For example, babies copied how to operate a toy. However, the childminder sometimes tells older children how to solve a problem. This means she misses some opportunities to support older children in using trial

and error to find out for themselves.

The childminder challenges older children by following their lead and extending their ideas. For example, children used a magnetic drawing board and said they could write their name. The childminder asked what letters they needed to start and helped them link sounds to letters. She joins in with their games and provides good support, such as asking who is the tallest or who has the longest hair, while children draw their family. This promotes children's mathematical development, understanding of their family and language skills.

Overall, children become independent learners, making choices and taking care of their personal hygiene. However, the childminder misses some opportunities to enable children to take further responsibilities, such as helping to prepare snack. The childminder provides effective support for children to develop good speaking and listening skills. She engages them in describing their actions and responds to babies' babbling. Children enjoy looking at books and the childminder uses them to prompt discussions and encourage children to recall previous learning. As a result, children make good 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

Children are happy and emotionally secure because the childminder understands their individual needs. She recognises signs in babies when they are tired, hungry or need their nappy changing. Children gain a sensitive awareness of each other's differences, such as older children understand that they can do more than babies can. Children have good relationships with each other and with the childminder. They want her to join in with their games and she responds appropriately. Children demonstrate good manners, behave well and help to tidy up the resources. Children work together and are helpful. The childminder prepares children well so that they are confident about moving on to pre-school or school.

Children use a good range of resources both indoors and outdoors. For example, babies explored hardback books, turning pages and pressing buttons. The childminder stores most resources in clear labelled boxes so that children can make independent choices. Baby toys are at low-level and older children are confident to see what they want on the higher shelves and ask for them. The childminder has a good range of resources to meet children's individual needs and keep them safe, such as car seats, highchairs and buggies. The childminder makes effective use of the local environment to extend children's learning, including visits to the local park or beach. For example, children went to the local church where they looked at the different trees and gathered leaves to take back to the childminder's home for printing and painting.

The childminder uses children's play well to promote their awareness of safe practices. For example, older children explained that if beads fell on the floor then the baby might put them in their mouth and choke. The childminder regularly practices the emergency evacuation procedures so that children learn to help with their own safety. She has a good

understanding of how to safeguard children should they be at risk and ensures her assistant knows signs and symptoms to be aware of. Children sit safely in appropriate seats, such as a highchair or booster seat. The childminder helps children understand how to keep healthy. For example, she asked older children what they needed to do when their nose ran. As a result, children got themselves a tissue and blew their nose. She talks to children about why they wash hands so that they know it is to prevent the spread of germs. Children have regular drinks of water from their beakers and enjoy healthy snacks, such as fruit, breadsticks or toast. Babies demonstrate their enjoyment as they clap their hands and waggle their feet in anticipation of food. Children have daily opportunities to be outdoors. They learn the benefits of exercise and talk about the importance of strong bones. The childminder follows hygienic procedures to protect children's health when changing nappies.

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

The childminder has a secure knowledge of her responsibilities in meeting the requirements of the Early Years Foundation Stage. She keeps accurate records of children's attendance and ensures she meets the required ratios by working with her assistant. The childminder carries out effective risk assessments on her premises and on outings, to minimise risks to children. For example, she uses stair gates to give children good space to move around while ensuring they do not access unsupervised areas. The childminder has all required documentation in place to help safeguard children and promote their well-being. The childminder keeps a written record to monitor children's development, including the required progress check for two-year-old children. The childminder uses her monitoring systems effectively to identify any gaps in children's development to improve her planning or seek additional support.

Since her last inspection, the childminder has improved her systems for monitoring children's development. She sought support from the local authority and now carries out regular observations and maintains a record to share with parents. The childminder also includes parents' contributions. Consequently, she is able to plan more effectively for children's individual learning and development. In addition, the childminder is planning to complete on-line training on planning for children's next stages of learning, to support her understanding further. The childminder has labelled the boxes of resources with words and pictures so that children can select the toys more easily. She now reviews her practice and sets herself actions for improvement. For example, she is booked onto safeguarding and first aid training to update her qualifications and knowledge. She has long term plans to have a covered area of the garden for children to use the outdoor area in all weathers. The childminder has also identified the need to increase her resources that provide positive images of people's differences, to extend children's awareness of the wider world.

The childminder has good partnerships with parents. She has written policies and procedures so that they receive consistent information on how she safeguards their children and promotes their welfare. She has regular chats and shares written information on their children's development and daily care. Once children start pre-school the

childminder sends a letter of introduction to their key person requesting that they work together and share information to provide consistent care and learning. This helps her to meet children's needs and contribute to their well-being.

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	EY342651
Local authority	Somerset
Inspection number	983408
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	08/07/2014
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

