

Inspection date	11/09/2013
Previous inspection date	14/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 successfully promotes children's positive attitudes and good manners. As a result, they behave well and learn to be polite and helpful young people.
- The childminder supports children's well in making up and acting out stories. As a result, children use their imaginations well and develop good early literacy skills.
- Children communicate their needs and feelings clearly and their spoken language is developing well.
- The childminder attends many courses to continually develop her knowledge and skills. Consequently, children's needs are met well and they are making good progress in their learning.

It is not yet outstanding because

- The childminder did not notify Ofsted of a serious accident to a child while in her care, within 14 days of the incident.
- Children have less opportunity to explore the lives and beliefs of one another to further develop their understanding of the world.

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 and the quality of the childminder's interaction.
 - The inspector observed the management of children's routines.
 - The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her
- knowledge of the Statutory Framework for the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and their two children in Yeovil, Somerset. The whole of the house is available to use for childminding. There is an enclosed rear garden for outdoor play. The family has a pet dog, guinea pig and a chicken.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has four children on roll in the early years age group.

What the setting needs to do to improve further

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

- develop children's understanding of the world by exploring the lives and beliefs of one another.

Inspection judgements

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

The childminder monitors and promotes children's learning effectively from the start and in partnership with their parents. She obtains information from parents about children's interests and home life, which she uses to help children settle in and to start planning their learning. The childminder records snap shot observations of children as they develop, and discusses their progress with parents regularly. This allows the childminder to assess children's development well and to prioritise their next steps of learning. The childminder interacts skilfully with children during their play to extend their learning and experiences and keep them interested and involved. As a result, children are motivated and focus for long periods in their play.

Children are developing good communication and language skills. They talk continually in their play and enjoy recalling past events and asking questions. The childminder supports children well in developing their vocabulary by looking at books and naming animals and objects in electronic games. Children behave very well. They are developing positive attitudes, good manners and a consideration for others. They help with enthusiasm, manage their own self-care and express their preferences openly. This all helps to promote children's future learning skills and school readiness. The childminder responds to these preferences and choices effectively to promote children's self-confidence and maximise their learning potential. For example, she extends children's interest in the soft

bean bags into a catching activity to promote children's physical skills. As this develops into a bean bag hiding game, she counts aloud with children to promote their mathematical development.

Children are developing a good understanding of their local community. They enjoy many outings to familiar places to experience different activities and play regularly with other children to make friends and socialise. Children see a positive reflection of themselves as individuals within the childminder's home, such as some photographs displayed. This helps to promote their sense of self. Children also learn about the childminder's family and pets. However, they have less opportunity to explore the lives and beliefs of one another to further develop their understanding of the world.

Children enjoy using their imaginations in pretend play in which they become absorbed for long periods. The childminder responds very well to children's interests and ideas to extend this area of learning and to promote their early literacy skills. For example, children make up stories using hand puppets. The childminder encourages them to name the characters and lead the story sequence. This results in a crocodile eating a moose; children find a magic frog, which can safely magic the moose from the crocodile's tummy, and help them become friends again. Children become so confident they create their own puppet story for the childminder. This shows children are interested, well-challenged and making good progress.

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

Children are happy and settled in the childminder's care. They are forming close and trusting relationships with her, which they show through their shared laughter, confident exploration and affectionate interaction. This is because of the information she obtains from parents about children needs and the consistent routines she maintains from the start. The childminder provides a warm and welcoming environment in which children freely choose from a good range of toys. These reflect their interests and developmental stage well. For example, children choose puzzles, books and colouring sheets, which reflect their favourite animated characters. The childminder also provides photographs and key words in children's home language to help promote good communication. This all supports children well in the move from their home to the childminder's care.

Children are developing healthy lifestyles. They are cared for in a clean, safe and secure home in which they learn about keeping themselves safe effectively. For example, they learn to play safely indoors and discuss road safety on walks. Children also learn about specific aspects of safety in topical activities, such as fire safety around Guy Fawkes night. The childminder keeps clear records of any accidents, incidents and medication given to children, and informs parents for consistency of care.

Children benefit from lots of active play to promote their fitness and physical development. This includes garden play, nature and river walks, soft play centre trips and using the physical play equipment in the playgrounds. The childminder has clear expectations of children's behaviour, which she informs parents of in her policy. She provides children with

lots of encouragement and praise to promote their self-esteem and positive attitudes. Consequently, children behave very well. Children also use their understanding of positive behaviour in their play. For example, children reward puppets with stickers for being good and making friends.

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

The childminder did not notify Ofsted of an incident involving a serious accident to a child while in her care within 14 days of the incident. It is a requirement to do so. Ofsted does not intend to take further action. Otherwise, the childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She responded to the accident efficiently, administering first aid, informing parents and advising hospital treatment. The childminder also informed Ofsted of the accident when she realised that she should have, but not in the required 14 days. Due to this lapse, she has updated her policies, procedures and risk assessments. This helps to ensure she is now fully aware of her responsibilities in informing Ofsted of serious accidents and events. The childminder has a secure understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder also maintains good standards of health and safety to further help protect children.

The childminder attends many courses and workshops to update her knowledge and skills and to further help her meet children's needs well. She has completed a self-evaluation form, which identifies areas for improvement that will have a positive impact on those in her care. She has also made several improvements to her provision since the last inspection. These include improving access to toys, which help children play independently and introducing assessment to monitor and promote children's learning more accurately. This demonstrates the childminder's good commitment to further improve the quality of children's care and learning.

The childminder establishes good partnerships with parents. She provides parents with clear information about her provision. This information includes details of the Early Years Foundation Stage framework, and explains how they can become involved in their children's learning. The childminder seeks parents' views through discussion each day and simple questionnaires on which some parents provide comments. They state the childminder provides a 'warm, caring home' and children are 'made to feel welcome and always have fun'.

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	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 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 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	EY369732
Local authority	Somerset
Inspection number	927120
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	14/10/2008
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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