

Inspection date

Previous inspection date

18/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children's learning and development are promoted very well. The childminder uses her good knowledge of children's current interests to organise activities and resources that quickly engage each child.
- Children make good progress in their learning, relative to their starting points. The childminder has developed effective systems to monitor children's learning. Assessments are precise and are used well in planning, and as a result, activities provide good levels of challenge for children.
- Children enjoy a well organised learning environment. They have access to a wide range of resources and equipment, and children confidently make their own choices during play.
- Children develop strong attachments to the childminder. They are confident that their needs will be met and demonstrate that they feel safe and secure. Children are happy and content and show they feel very much 'at home' with the childminder.
- The childminder's good understanding and implementation of the safeguarding and welfare requirements supports children's health, safety and well-being.

It is not yet outstanding because

- The childminder has yet to engage all parents in becoming involved in their children's development and learning in the setting and at home.
- Self-evaluation is progressing but there is not a system in place to encourage parents to

contribute.

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 activities with children indoors and outside.
- The inspector tracked children during the inspection and looked at children's assessment and progress records.
- The inspector had discussions with the childminder and with children.
- Records that support the safeguarding and welfare requirements were sampled.
- The inspector had opportunity to briefly speak with one parent.

Inspector

Julie Neal

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and one of their three grown up children and a foster child. They live in the village of Merriot near Crewkerne in Somerset, they are situated close to shops, parks and schools. The whole of the ground

floor is used for childminding, with access to the property via several steps. There is a fully enclosed garden for outside play. The family has a small dog, a cat, two guinea-pigs, an aviary, and fish in a tank. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She holds a childcare qualification at level 3 and is a member of the National Childminding Association. She has completed first aid and safeguarding training. The childminder has two children on roll, both are 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 strategies to encourage all parents to engage in their children's learning and development and to share information about their child's learning at home
- develop systems of self-evaluation to include contributions from parents.

Inspection judgements

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

Children are happy and confident learners. The childminder is confident in her knowledge of how children learn through play and she plans well to ensure that children enjoy a breadth of learning experiences. As a result of her good quality teaching, children are making good progress in relation to their starting points in the prime and specific areas of learning. Children are inquisitive and keen to explore the learning environment, which is welcoming and well resourced. The childminder has an extensive range of resources that support learning for all ages and abilities, and these are arranged to be easily accessible so that children can make their own choices. Resources are used well to encourage children to further explore their current interests and so extend their learning. For example, some children are very interested in vehicles. The childminder adds some unfamiliar vehicles to boxes containing cars, trucks and airplanes. Children show delight when they find the dumper truck and are curious about what it does. The childminder explains that it is called a 'dumper truck' and encourages children to repeat this new word. Children are attentive as she shows them how to load the truck with smaller objects and then operate the mechanism to tip these items out. Children quickly learn to operate this through repetition. Later in the day, children take this outside and use the dumper truck to move dry porridge oats around a large tray, showing that they can apply what they learn in different contexts.

Children's communication is promoted well. The use of regular repetition helps very young children as their language develops. For example, 'ceiling' is a new word recently learned and simple games of batting a balloon 'up to the ceiling' helps young children develop the correct pronunciation. The childminder interacts extremely well with children, and as a result, children happily talk to her about different aspects of their lives. For example, a young child makes the statement 'daddy work'. The childminder develops this into a lovely conversation with good use of questioning to encourage the child to share their thoughts and observations. Children show their understanding of mathematics is developing well. They enjoy counting objects with the childminder, for instance, counting the conkers they are going to bury for others to find. Children learn about quantity and size as they use different utensils and containers to measure out the oats. Children show curiosity about the world about them. For example, on finding a large spider web in the garden children are fascinated and observe this closely. The childminder encourages children to look at how the web hangs between bushes and how it is made.

The childminder demonstrates a very good knowledge and understanding of the Early Years Foundation Stage. She has fully researched the revised framework in order to meet the requirements. For example, she has revised her observation, assessment and planning system to fully reflect the prime and specific areas and she is well informed about the two-year-old progress check. The childminder makes regular perceptive observations of children and uses these well in planning for individual progress. The wide range of experiences enjoyed by children demonstrates they are developing skills for the future. They are well prepared for the next stage in their learning.

Overall, the childminder works well with parents to ensure their children's needs are met. Good settling-in processes enable the childminder to gain a range of information about children's care needs, abilities, interests, and likes and dislikes. This enables her to establish children's starting points and to monitor each child's progress in relation to these. Some parents are actively involved in their children's learning and development and share information about their child's learning at home. However, some parents are harder to engage and the childminder has yet to develop strategies to encourage all parents participation in their children's learning.

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

Children quickly develop strong attachments with the childminder. Their emotional well-being is supported very well and children enjoy warm, affectionate relationships with the childminder. For instance, very young children who still find it hard to separate at times are quickly comforted by the childminder and are soon happily engaged and confidently exploring resources with her. Children are confident and happy. They show they feel very much at home as they move between indoors and outside during their play. Children's confidence and self-esteem is supported well as they progress to the next stage in their learning. This is because the childminder works well with other professionals to make sure children are prepared for these transitions, such as, when moving on to school. Children benefit from the high levels of praise and encouragement they receive, and as a result, they want to be kind and helpful. For example, children notice when oats are spilled

outside and spontaneously get the dustpan and brush to sweep up; a child happily gets a drink for a very young friend. Children are well behaved and show a good awareness of why some actions are inappropriate. This is because the childminder makes very good explanations appropriate to their age and ability to understand. For example, young children know that it is not safe to play with a hard ball indoors because these can hurt, but that they can use balloons instead.

Children's behaviour shows they feel safe and secure in the setting. The childminder focuses well on teaching children how to keep themselves safe. For example, in order to move freely between indoors and outside, there is a step that is fairly steep for very young children. However, children under two years of age confidently and safely manage this, allowing them to be more independent as they move around the home. The childminder promotes a healthy lifestyle with children. For example, children know they must wash their hands before snacks and after playing outside and they do so with minimal prompting. Very young children understand that they do not share towels. They use the towel on their peg in the cloakroom. Children know which is which because they have their photographs on these. For instance a child shows their own peg and points to the others, correctly identifying which towel belongs to each of their friends by using the photographs. Children help themselves to tissues to wipe their noses and make sure these are put in the bin after use. The childminder provides healthy meals and snacks. She involves young children in choosing and preparing these to develop their awareness of what is 'good for you'. Children help to slice and prepare fruit at snack time and use knives carefully and confidently. Children enjoy going with the childminder to pick apples from the tree to have at lunch time and learning about how fruit and vegetables grow.

Children enjoy being physically active inside and outdoors. They have a wonderful time hitting balloons as high as they can, aiming for the ceiling and passing these to each other and the childminder. While playing outside, children happily kick and throw balls and are developing coordination and control of their movements. They stretch as high as they can reach when picking apples from the tree. Exercise is part of children's daily routines, for example they enjoy regular walks in the local community, such as when exploring aspects of the natural world.

The learning environment is welcoming and well resourced. Good organisation enables children to freely choose what they wish to use as they play. The childminder uses her extremely good knowledge of children's current interests to make sure that resources are available to support these and to provide challenge. For example, using a child's passion for transport to introduce new words and to investigate how things work.

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

The childminder demonstrates a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder's extremely good safeguarding knowledge and her thorough implementation of health and safety procedures help to protect children from harm. Her risk assessments

are good and the childminder takes account of the individual stages of development of children present each day when reviewing the environment for possible hazards. For example, following recent heavy rain a decked area of the garden is slippery. As very young children are present, the childminder puts non-slip matting down so children can play safely. An emergency evacuation procedure is in place. The childminder has not yet practised this fully with children. However, she is building up to a fire drill by familiarising very young children with the sound of the smoke alarm so this does not frighten them.

The childminder monitors the effectiveness of the learning and development programme well. She has developed her own processes to assess children's progress in each aspect of the seven areas of learning, which she uses most effectively. The childminder uses the guidance document for practitioners, *Development Matters in the Early Years Foundation Stage*, clearly linking her observations to the prime and specific areas of learning. Learning records show the progress children have made relative to their starting points. The childminder uses her observations very well in identifying the next stages in children's development and in planning to achieve these. The childminder demonstrates a good understanding of the requirements for the progress check for children aged two. She has begun to plan for this as she cares for children to which this will soon apply.

Overall, the childminder's self-evaluation processes are developing well. She has been minding for a short time; however her self-evaluation shows that she monitors all areas of her practice effectively and makes improvements to benefit children. For example, having observed children's use of resources, she has re-organised these to be more easily available to children to make their own choices. The childminder shows commitment to ongoing personal development. For example, she has completed the first level of a sign language course and is taking this forward, in order that she can further support children's communication. The childminder prepared well for the revisions to the *Early Years Foundation Stage* and overall has been able to implement these effectively from the start. However, as yet the childminder has not sought the views of parents to include in the self-evaluation process.

Partnerships with parents are, overall, effective and contribute to meeting children's needs. Parents are well informed about the childminder's practice and the requirements of the *Early Years Foundation Stage* as part of the settling-in process. The childminder has daily discussions with parents and these are effective in making sure that she is informed of any recent changes to children's development. For instance, very young children who attend less frequently may change their routines or become more independent between visits. The childminder encourages parents to contribute to their children's learning and development plans. Some parents have responded enthusiastically to this, others have not.

The childminder's pro-active approach to working with other providers of the *Early Years Foundation Stage* supports transitions between settings. For example, the childminder liaises with school when children are due to start attending. She meets with parents and teachers to plan for how she will support children's learning at school and to help them as they settle into a new environment and routine.

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. 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	EY441201
Local authority	Somerset
Inspection number	802382
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	Not applicable
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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