

Inspection date

Previous inspection date

20/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 feel safe and secure and are forming close and loving attachments with the childminder, as she is caring and enthusiastic. Children are also developing good relationships with one another.
- Children benefit from regular outdoor play activities to develop their physical skills and play in the fresh air.
- The childminder maintains a safe environment for children to play in, and teaches children how to keep themselves safe.
- Children behave well and are learning to be kind and caring individuals.

It is not yet good because

- The childminder does not always use information she has about children's abilities to plan activities appropriate to their individual stage of development. As a result, some activities are too challenging for children.
- The childminder does not provide parents with details of the Early Years Foundation Stage, how she delivers this, and how parents and carers can share learning at home. This is a breach of requirements.
- The childminder does not always give children opportunities to choose to do things that interest them, as a result they do not become as absorbed as possible in their play.
- The childminder's self-evaluation system does not identify all areas of weakness in her

practice to make the best possible 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 activities and the quality of the childminder's interaction.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

Inspector

Bridget Copson

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and adult son in a semi-detached house, in Frome, Somerset. Children have use of a living room, kitchen/diner, conservatory and toilet facilities on the ground floor and two bedrooms and a bathroom on the first floor. There is an enclosed area of garden available for outdoor play activities. The family keeps a pet Cavalier King Charles Spaniel dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has five children on roll in the early years age group. At times the childminder cares for her grandchildren.

What the setting needs to do to improve further

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

- plan for children's progress according to their individual needs, to ensure challenges are suitable and to help them make good progress in all areas of learning, with particular regard to literacy
- provide parents with details of the Early Years Foundation Stage, how this is being delivered, and how parents and carers can share learning at home.

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

- support all children to make more choices about activities to help them become more deeply involved in their play
- develop further the systems for self-evaluation to help identify all areas of weakness and to drive further improvements.

Inspection judgements

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

Overall, the childminder has suitable systems to monitor and promote children's learning and development. She uses information from parents to help children settle in from the start, to meet their routines and to support their interests. The childminder completes

observations of children's progress. However, she does not always use this information to accurately plan children's next steps of learning according to their developmental stage in all areas. Consequently, challenges are not always appropriate. For example some activities planned to promote literacy skills are far too challenging, for children present. The childminder asks two-year-old children to name and sound alphabet letters. Consequently, children become disinterested as they cannot complete the activity. and children are not making good progress in all areas in relation to their starting points. The childminder does not share information with parents about their child's ongoing learning and development, or the activities that she plans within the seven areas of learning. As a result, she does not promote shared learning opportunities to support children's further progress. In addition, parents are not fully involved in their child's development. Overall, children benefit from a balance of free-play time, organised activities and outings. This provides children with a range of experiences and learning environments.

The childminder interacts with interest and enthusiasm. She provides close supervision, re-assurance and comfort. As a result, children are happy and settled. Children communicate their needs and feelings appropriately. For example, babies chuckle and call out to others around them and children talk to one another in their play. The childminder promotes their language development by asking simple, usually closed, questions and introducing new words in books. Children are developing positive attitudes and show kindness towards others. They take turns, with support, and tell one another 'my turn now'. These skills help to promote children's future learning appropriately.

Children enjoy books which they cuddle up to read with the childminder. They contribute to elements of the story by pointing at pictures and naming things they see, such as colours, animals and their sounds. Children use their imaginations appropriately. They use their hands and tools to dig in sand and fill containers, they paint and talk about colours. Children are also starting to make-believe with dolls and role play toys. Overall, children are making suitable progress in most areas of their learning.

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

The childminder has successful system in place to help children settle in and feel safe and secure in her care. She maintains their care routines and finds out about some children's family life at home. In addition, the childminder works with parents to help children succeed in potty training. As a result, children are developing warm and trusting relationships with the childminder. This also helps children move smoothly from home to the childminder's care. Children are cared for within a warm and welcoming environment in which they play with a good range of play provision. This allows most children to play independently. However, the childminder does not always support children's choices well to help them get involved in their play and exploration. For example, younger children's interest in sand and puzzle play are not supported well. As a result, children do not always become deeply involved in their play.

The childminder maintains a safe environment in which children learn about keeping safe. For example, children learn to manage steps safely and learn about road safety on walks.

In addition, the childminder supervises children closely to further support them in feeling safe and secure. The childminder successfully promotes positive attitudes and behaviour. She reminds children of her house rules and expectations. As a result, children behave well and are developing positive social skills.

The childminder promotes children's healthy lifestyles appropriately. Children enjoy nutritious meals and snacks which they eat together at the table. This helps children to develop good table manners and healthy eating habits. Children enjoy regular outdoor play at the childminder's home as well as trips to the parks and walks in the woods. This all helps to promote children's health and fitness.

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

The childminder has a developing knowledge and understanding of the learning and development and safeguarding and welfare requirements of the statutory framework for the Early Years Foundation Stage. However, she has not met all the requirements in relation to children's learning and development are fully met. She does not provide parents with information relating to the Early Years Foundation Stage, how she implements this and how parents can share learning at home with their children. This is a breach of requirements.

The childminder has a clear knowledge of the correct procedures to follow in the event of a concern about the welfare of a child. In addition, she implements suitable policies, procedures and risk assessments to further help protect children's welfare.

The childminder has some systems to evaluate the quality of her provision and has a positive attitude towards making improvements to her practice. However, her self evaluation does not identify all weaknesses in her provision. This means that she has not made all possible on-going improvements to the quality of children's care and learning..

The childminder has established suitable partnerships with parents to help meet children's needs appropriately. The childminder provides parents with an information file which informs them of her policies, procedures and training. The childminder keeps parents informed though daily discussion, displays and a daily assessment book for their child. Parents contribute their views of her provision. They state their children have 'developed in lots of different ways' and the childminder 'provides a safe and stimulating environment'. Parents also state they are confident the childminder will help their children 'acquire new skills and create more happy memories'.

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	EY442941
Local authority	Somerset
Inspection number	810664
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	not applicable
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

