

Inspection date	19/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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 are settled and secure because they have formed close bonds and attachments with the childminder. There is a very relaxed, friendly atmosphere.
- The childminder carefully considers children's interests and individual preferences when planning activities. This means children are eager to take part, thoroughly enjoy learning and therefore make good progress.
- The childminder uses effective teaching strategies to support children's emerging speech and language. She provides a narrative of what the children do and models language very clearly, to give them the understanding and words to communicate well.
- Good systems of sharing information with parents results in the childminder being up to date with children's changing needs, enabling her to support these effectively.

It is not yet outstanding because

- The childminder misses some opportunities to display photographs of children and their families within the environment to give children an increased sense of their own immediate family and relations.

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 interactions between the childminder and the children.
- The inspector talked to the childminder at appropriate times during the inspection.
- The inspector sampled the childminder's paperwork including policies, risk assessments and children's learning journeys.
- The inspector took account of parent views through their written feedback in questionnaires.
- The inspector reviewed the childminders self-evaluation.

Inspector

Katherine Lamb

Full report

Information about the setting

The childminder registered in 2014. She operates from premises in Taunton, Somerset. Minded children have access to the kitchen and dining room on the ground floor and the bathroom, bedroom and dedicated playroom on the first floor. Access to the second floor is for emergency use only. There is an enclosed rear garden. The household has a cat. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll. The childminder's own child attends the setting. The childminder is currently working towards an early years qualification at level 3. The childminder is open Monday to Thursday 8am to 6pm and Friday 8am to 1pm all year round. The childminder takes children on walks and to trips to the local park.

What the setting needs to do to improve further

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

- provide photographs of children with their families, special people and friends to further enhance their sense of self and belonging.

Inspection judgements

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

Children are making good progress in their learning and development. The childminder is enthusiastic about her work and the quality of teaching is good. She talks to parents about their children's interests at home and their stage of development when they first start, which enables her to plan for their learning. The childminder keeps well-present records of the children's activities and achievements, including progress checks for children aged two years. She tracks their learning effectively across all areas of learning, so she can plan challenging activities according to each child's individual needs and interests. Furthermore, she plans a varied range of outside activities and outings each week, which enhance children's learning opportunities further and that she knows the children will enjoy. For example, children enjoyed a trip to a local primary school sports day where they had good opportunities to socialise and make relationships with other children. This also allows them to visit the school that they would be attending and see some of the activities that they could do there. In addition, they love walks in the local area on nature trails. These outings are well planned so that every opportunity is taken to promote children's learning, including understanding the natural world and learning about their local community. Plans are flexible to meet children's changing interests, moods and individual stages of development. The childminder knows the children well and tunes in to their particular needs to ensure that they are suitably challenged and supported. Children clearly enjoy their time with the childminder who interacts extremely well with them. For example, she

sits on the floor and joins in their play. Children demonstrate that they are active learners when they help themselves to resources, such as books for a story. The childminder offers frequent praise for children's efforts as well as achievements. As a result, children are willing to have a go and develop good self-esteem and confidence in their own abilities. Children's language and communication skills are well promoted because the childminder naturally extends activities by introducing new words, which she repeats often so that children copy and begin to understand them. For example, she identifies the different animals and sounds that they make and includes these in songs. She also enhances this by using props and puppets of the animals. This ensures that children are making links between speech and its meaning and children enjoy that the childminder provides plenty of opportunities for them to explore books and sing songs and rhymes. Children listen with interest as the childminder reads and points to different objects or animals identified by the text. Words and signs are evident as the childminder has labelled storage boxes with pictures and words and displays posters with simple word text. Consequently, children are learning that print carries meaning. The childminder introduces simple counting in to activities and daily routines. She encourages children to join in and she praises them when they recognise numbers and join in. The childminder is very aware of how providing a varied range of experiences motivates and challenges children as they investigate and explore in order to achieve success. As a result, children are prepared well for the next stage in the learning, such as starting nursery or school. The childminder has good partnerships with parents and they work well together to effectively support children. Parents and children are warmly welcomed in to the childminder's home. Information about children's progress is frequently shared during daily discussions and daily diaries. Parents are also encouraged to be involved in their children's learning by completing wow observations at home and sharing achievements with the childminder. Parents' evenings also provide them with the chance to view their children's learning journey records. Consequently, parent's comment they are kept very well informed about their children's progress and learning and are able to support this at home.

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

The childminder has quickly built warm and trusting relationships with parents, which helps to ensure that children feel emotionally safe and settle quickly into the setting. Flexible settling-in sessions, guided by the children's and parent's needs, help the children to become accustomed to the environment and get to know the childminder and the other children attending. Good information is gathered from parents about children's routines, preferences, needs and capabilities so that initial care is tailored to each child's needs. This means that transitions between home and the childminder's setting are a positive experience and children settle quickly. The childminder makes sure children are well nourished, and have their personal care and hygiene needs met in comfortable, safe and clean surroundings. Children settle well and develop affectionate relationships with the friendly, approachable childminder. She creates a welcoming and inviting environment where they can play with toys and games that they like, and which interest them. However, although the childminder has photos of the children displayed, there are none of the children with their families or special people for them to relate to. The childminder is a good role model. She ensures that children acquire important skills, such as,

communicating confidently, listening and following simple instructions, concentrating and self-care skills. The childminder knows each child well. She supports and encourages them in joining in with other children and trying to do things for themselves. She praises and motivates them, so they are keen to do well and grow in confidence. The childminder successfully promotes children's good behaviour so they share, take turns and have positive relationships with others. The childminder encourages them to make choices and to help, for instance, with putting toys away. Children develop a very good appreciation of living a healthy lifestyle. They enjoy trips to the local park to explore and be physically active. They also enjoy playing in the well-resourced garden daily. In addition, the childminder provides healthy snacks and meals. At meals times they all sit together. The childminder makes this a social occasion and promotes the children's good table manners. The childminder's home is clean, with good procedures in place to minimise possible cross-infection. For example, strong hygiene procedures are followed when children have their nappies changed. Children learn good hygiene practices as they wash their hands as part of the daily routine. Children are also encouraged to become independent by finding their own towels on pegs with their photos and names and helping to wash their dishes after meals. The childminder has a relevant first-aid qualification to keep children safe, and carries out fire drills with the children to prepare them for emergencies.

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

The childminder has a clear understanding of her legal responsibilities to implement the safeguarding and welfare requirements of the Early Years Foundation Stage, to ensure that children are safe and feel secure. She has a good knowledge and understanding of safeguarding issues and the procedures to follow to refer any concerns. The childminder ensures that parents are fully aware of her role and responsibilities to protect all children in her care, as she provides them with copies of her policies and procedures, when their children start attending her setting through her welcome pack. Appropriate checks on adults are carried out to safeguard children and their welfare is closely monitored. Comprehensive risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify potential dangers and the appropriate steps are taken to eliminate risk, to keep children safe and secure. The childminder provides a stimulating, child-focused environment, where children enjoy their learning and grow in confidence. A clear set of policies effectively support the childminder's practices and the required documentation is fully completed. The childminder has a very positive attitude to constantly developing her knowledge and understanding of childcare practice and the service she provides for children and their families. She continues with her own professional development, by attending many purposeful training course and workshops, to keep her up to date with current childcare practices. She monitors the educational programmes effectively to ensure that children make good progress. Furthermore, the childminder meets regularly with other childminders to share good practice. This has a positive impact on the quality of teaching and ensures that children receive high quality learning experiences. The childminder evaluates her practice well, gaining valuable feedback from parents to help her shape improvements to her provision in the future. Consequently, all children have a positive experience that forms a good base for continual

development. Relationships with parents are very positive. Information from parents is highly valued and really helps the childminder to get to know the children and to reflect their interests, abilities and backgrounds in the way she plans and organises activities. The childminder understands her role to work in partnership with other providers and schools. She contacts other settings that children attend to share information about their development. She also contacts settings that children have left before coming to her to gain valuable information on the child before they start.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY472397
Local authority	Somerset
Inspection number	951721
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	9
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, 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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