

Inspection date	07/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make satisfactory progress in all aspects of their learning and benefit from generally effective support.
- The childminder provides a welcoming environment and children show that they feel comfortable and secure with her.
- Positive relationships with parents build up through effective induction and daily discussion about children's care and development.

It is not yet good because

- The childminder does not keep an accurate record of the times she cares for children, which is a legal requirement.
- The childminder has a adequate knowledge of the areas of learning but is less secure in her knowledge about how to plan activities which match children's interests and stage of development.
- The outdoor space is not a stimulating area to support all aspects of children's learning.

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 the childminder and children in the childminder's home
- The inspector talked with the childminder about her childminding practice.
- The inspector read samples of the childminder's documents including policies, procedures and children's developmental records.
- The inspector also took account of the views of a parent spoken to on the day.

Inspector

Karen Prager

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young daughter in the Haydon Wick area of Swindon, Wiltshire. The whole of the property is available for childminding purposes, though children generally play downstairs. Toilet facilities are available upstairs. There is an enclosed garden for outside play. There are shops and local amenities within walking distance. The childminder takes and collects children from the local primary school. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for five

children on a part time basis. Care is offered for children all year round.

What the setting needs to do to improve further

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

- keep a daily record of the names of all the children being cared for on the premises, their hours of attendance
- improve the educational programme by ensuring planned activities meet the children's current interests and stage of development.

Inspection judgements

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

The children make satisfactory progress with their learning and development overall. The childminder talks to parents before children start attending so that she is aware of what children can do and what they like doing. For example, she knows an older child likes craft activities and a younger child is wary about exploring different textures. The childminder appropriately fosters children's language development as she spends time listening carefully and speaking clearly to them. She talks to the children as she sets out the large plastic mat asking them 'shall we put it on the floor?' The childminder sits on the floor with the children as they explore the feathers and foam shapes. The childminder talks to the children about the cards they are going to make, however she does not give children the opportunity to experience the glue for themselves or to stick the pieces on. This means that they are not fully engaged in the activity. Throughout the day the childminder uses a lively voice, and repeats words and sounds to develop younger children's communication and language skills. The children build on their vocabulary when they are introduced to the names for the different colours around them. Children lift the lid on the shape sorter and try to fit a book inside. As they do this they explore the properties of size and shape, and persist, returning to this and watching others as they do the same.

When they leave the home, children demonstrate that they can keep safe on the pavement as they walk close to the childminder. Children learn songs at a local pre-school session and later sing these with the childminder, developing favourites. They ask to have the music on, listen with interest, and join in with the actions to the songs. Children play outside daily. They use the childminder's garden on some days and also visit local parks where they run more freely and use the large equipment. However, the childminder's garden is not yet a very stimulating area to support all aspects of children's learning.

The childminder assesses the development of children and takes some steps to further support their learning. She is aware of the requirements for the progress check at age two years and is generally able to identify what children in her care are able to do. Although all children make some progress, activities are not always matched to children's interests and stage of development. This means that children are not fully motivated and engaged, and learning is not fully effective.

The childminder is engaging with parents appropriately, as she collects information about children's development when they start in her care. She makes the children's on-going developmental records accessible to parents and exchanges a suitable level of information with them. The childminder has obtained information to support her to complete the two-year-old progress check when the time comes.

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

The childminder warmly welcomes the children and they settle quickly, playing confidently alongside the other children. The childminder keeps her home clean and tidy. She provides an adequate range of activities overall to meet the needs of the children. The childminder has arranged her home so that it is a welcoming place and children play safely throughout the downstairs area. The accessible resources enable children to freely choose what they want to play with and children start to develop independence.

Children demonstrate that they feel safe in the childminder's care, and know to seek her for support. The childminder has made her home safe. She helps children learn about staying safe. For example, she gently guides young children to understand not to put crayons in their mouth, and she talks to older children about how to keep safe when crossing the road.

The childminder models good hygiene routines, which help children develop their understanding of good health. For example, she washes her hands after changing nappies. She further promotes children's health by providing a quiet place for children to sleep, away from the children who are playing. The daily outdoor play ensures that children get regular fresh air and exercise. Children behave well and learn social skills, such as sharing and taking turns. Regular outings help children to develop relationships with others and to build their confidence outside of the main care setting. These all help prepare them well for their next stage of learning, in pre-school or school.

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

The childminder is settling well into her role as a childminder. She has a suitable understanding of the different areas of learning and development and of what to look for to ensure children are continuing to develop. She can give a broad picture of the stages children have reached in their development. She has recorded her observations and assessments to use as a reference and to share with parents. However, she has

recognised that she needs to deepen her knowledge of the different areas of learning to fully support children's development. The childminder plans activities around topics to offer children generally suitable play and learning experiences. This contributes towards children's ongoing development.

The childminder has a sufficient understanding of the safeguarding and welfare requirements. She has a record of her policies and procedures and shares these with parents to make them aware of her role and responsibilities. Overall, the childminder keeps most required records appropriately maintained, which supports children's welfare. However, the record of children's attendance does not include all children, which is a requirement of the Early Years Foundation Stage. However, the impact on children is limited as the childminder cares for children at regular times and days. The childminder is clear of child protection issues and is sure about the steps to follow if she has any concerns about children in her care. The childminder is aware of some of the strengths and weaknesses of her provision. She regularly reviews her practice and makes changes where necessary.

The childminder has a positive attitude to improving her professional knowledge through further training. She has attended training to keep her knowledge of the revised Early Years Foundation Stage Framework up to date and has booked onto further courses. This demonstrates her suitable capacity to maintain continuous improvements. She links with other childminders to build ideas for improving her practice. This has been helpful in developing her knowledge of activities to provide for the children.

The childminder builds positive relationships with parents. She regularly shares information about what children have been doing and they talk about what they are developing next. Parents praise the support that they and their children receive. The childminder has some contact with the teacher from the local school and has shared some information about children's development to promote consistency in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of all the children looked after on the premises and their hours of attendance (Records to be kept) (also applies to the voluntary part of the Childcare Register)
- keep a daily record of the names of all the children looked after on the premises

and their hours of attendance (Records to be kept)

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 EY446241

Local authority	Swindon
Inspection number	799775
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
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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