

## Inspection date

Previous inspection date

10/01/2013

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 are well settled, happy, confident and obviously enjoy being at the childminder's home.
- Children are progressing well in all areas of learning and development, because of the warm, caring relationship between them and the childminder.
- The childminder meets the safeguarding requirements and therefore promotes children's welfare effectively.
- There are good partnerships with parents and other professionals with regular information sharing to promote children's care and learning needs.

### It is not yet outstanding because

- The childminder has not considered how to take into account the views of children and parents when completing evaluations of her practice. As a result, their input is not fully included to help improve practice and strengthen outcomes for children.

## 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 children at play.
- The inspector spoke to the childminder when appropriate.
- The inspector sampled the childminder's documentation.

## Inspector

Hilary Tierney

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and two children in central Gloucester. The whole of the ground floor of the childminder's three-storey house is used for childminding and there is an enclosed garden for outside play. A third floor bedroom is available when children require a rest. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, of whom four are in the early years age group. The childminder attends a local carer and toddler group and a childminder support group.

## **What the setting needs to do to improve further**

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

- develop the self-evaluation process by considering more ways to take into account the views of children and parents.

## **Inspection judgements**

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

Children make good progress in all areas of learning and development relative to their starting points. The childminder is confident and experienced in childcare; consequently, she is able to identify clearly those children who require extra support or extension. She observes and assesses children's progress effectively and plans the next steps in their learning. She shares daily diaries for each child that parents are also able to make comments in. This helps to involve parents in their children's learning and development. The childminder knows the children well and what they like to do and provides a balanced range of activities that keep the children fully engaged, interested and well occupied. For example, the childminder provides a painting activity for children, as she knows they really enjoy this. She allows children to explore the texture of the paint with their hands and rub the paint over the paper. She talks to the children constantly about what she is doing and the colours children make as they mix them together. They discuss what the paint feels like and what is happening when the child uses a roller. The childminder constantly repeats words the child uses and speaks clearly to the children at all times. This means that children are able to develop their communication and language skills well. Children enjoy books and are able to get these for themselves. They enjoy looking at them with the childminder or on their own. When with the childminder they talk about what is in the pictures, which helps to develop their early reading skills.

Children are beginning to learn about sharing and taking turns. They interact together well and with the childminder who has a lovely approach towards the children. Children are social, confident and demonstrate they feel secure in their surroundings. For example, children enjoy doing puzzles and the childminder makes sure there are enough for each child and when they have done one they change over. Children enjoy building towers and take great delight in knocking them over, they squeal with delight as the tower falls down. The childminder uses this opportunity well to develop children's counting skills by counting the bricks they are using. She talks about how tall the tower is, the colours of the bricks and makes sure that each child has a turn at putting the bricks on the tower. Therefore, children learn to take turns and play cooperatively together.

The childminder develops children's imaginations well through role play both inside and outside. Children enjoy making 'tea' for the childminder inside and pour the tea into the cups and the childminder pretends to drink it. During this time the interactions between the childminder and children are good with open questions regularly asked by the childminder to help children think and problem solve. When outside children also experiment with pouring as they put the water from a bowl into a teapot and then pour it back again. These good learning experiences help children to develop the skills needed for the next stage in their learning.

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

The childminder has a warm, caring, loving approach towards the children. As a result, children settle well and the childminder's support helps to prepare them for future transitions, for example, to school. They are confident, eager to learn and enjoy themselves in the childminder's company. Safety is a priority with the childminder and she speaks clearly to the young children when explaining how to keep themselves safe. For example, when children go outside she tells them to be careful when stepping outside as they may trip over the doorstep.

Children are well behaved and understand the rules of the setting. The young children are beginning to understand about sharing and taking turns. The childminder shows patience and understanding when dealing with the young children and uses plenty of praise and encouragement to help children achieve and feel good about what they are doing.

The childminder is effective in promoting children's understanding of adopting healthy lifestyles. She is a good role model and children regularly see her washing her hands before preparing meals. The children are encouraged to wash their hands before eating and after being outside. The childminder uses this as a game for the younger children and they all sing a song as they wash their hands. The childminder provides a good range of meals and snacks for the children. She prepares fresh meals and is fully aware and meets the dietary needs of the children attending. During meal times the childminder sits and eats with the children, which encourages them to learn good table manners and gives them opportunities to talk about what they have been doing. Children enjoy outside experiences and have regular opportunities to explore the garden, this helps children understand about healthy lifestyles. Children enjoy having a bowl of water and paintbrush and pretending to paint the chairs, pavement and playhouse. They are able to play ball and develop their imagination through role play in the playhouse. The childminder and children go on regular outings in the local community and regularly visit other groups, such as the children's centre. These outings help children to learn about the world around them.

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

The childminder provides a warm, friendly environment that is safe and secure where children are able to progress well in their learning and development. The childminder has a good understanding about her responsibilities to meet the safeguarding and welfare requirements. She has detailed risk assessments that cover all aspects of the home and any outings and practises the emergency evacuation regularly with children. These procedures clearly help to promote children's safety. She has all necessary paperwork in place and obtains all necessary written parental permissions before children start with her. The childminder has a good settling-in process in place which helps to ensure children settle quickly with her. The childminder understands her responsibilities to meet the learning and development requirements. She completes detailed observations and assessments on each child and consequently she is able to identify clearly children's next steps and plan for their future learning.

The childminder has good partnerships with parents and other professionals. She has worked hard to share information about the children with their parents. She uses daily diaries, learning journals and observation folders, which she regularly sends home for parents to read and make comments on. The childminder has given parents copies of her policies and the Development Matters in the Early Years Foundation Stage guidance. This enables parents to understand the process of observation and assessment and how their child makes progress. When children attend other early years settings such as nursery, or school the childminder shares regular information with teachers or the key person. This ensures continuity of care and that all adults are able to contribute to the children's development.

The childminder is well organised, motivated and completes detailed evaluations of her practice. She has clearly identified areas to develop and improve for the future. However, the parents and children are not fully involved in this process. Therefore, the childminder has not been able to take into consideration any views or suggestions they may have to develop her practice and strengthen the outcomes for children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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

<b>Unique reference number</b>	EY450348
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	807209
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	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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