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| Inspection date | 11/02/2013 |
| Previous inspection date | 08/02/2012 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| 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 | | 2 |
| 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

- The childminder collects sufficient information from parents at registration to enable her to appropriately meet children's individual care needs.
- Children play with age-appropriate toys in a welcoming, homely and secure environment. As a result they are happy and settled.
- The childminder provides interesting and enjoyable activities and outings for children which help to support their overall development.

It is not yet good because

- The childminder does not use her observations effectively to assess children's progress and to plan for their individual learning needs. As a result children are not always appropriately challenged.
- The childminder does not provide parents with sufficient information about their child's learning and development, to enable them to fully support their children at home.

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 spoke with the childminder at appropriate times throughout the observations.
- The inspector observed activities and spoke to children.
- The inspector looked at the childminder's documentation, including policies, records and letters from parents.
- The inspector observed activities in the living room area and conservatory play rooms.

Inspector

Zahida Hatia

Full Report

Information about the setting

The childminder registered in 1990. She lives with her husband and their adult son in the Reddings area of Cheltenham, Gloucestershire. The childminder uses several areas of the house for childminding, which include the sitting room, kitchen/dining area and downstairs toilet facilities. An upstairs bedroom is available for sleep provision. There is an enclosed rear garden with paddock, grass and patio surfaces for outdoor play. The family has one

dog, three goats and several chickens. The childminder has four children on roll all of whom are in the early years age group. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- assess each child's progress across all areas of learning and use this information to plan the next steps for each child to ensure they are sufficiently challenged

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

- extend the opportunities for parents to engage with their children's development and learning at home.

Inspection judgements

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

The childminder has an adequate understanding of how children learn and provides a suitable range of activities that sustains their interest. At the start of the placement, she gathers information from parents about what children already know and can do. This helps her to establish children's starting points. The childminder observes children as they play, and is generally able to identify what they are able to achieve. However, she does not use these observations to make effective assessments of children's development across all areas of learning. This means that her planning for the next steps in each child's individual learning is not consistent and children are, therefore, not always fully challenged. The childminder discusses children's care routines and learning activities with parents on a daily basis. However, this does not extend to sharing specific information with parents about how they can support their children's learning and development at home, in order to fully enhance children's progress.

The childminder follows children's lead during play and knows when they need support. For example, the children pretend to go shopping using a toy shopping basket; they collect different types of fruit and vegetables from the role play area. The childminder joins in when she notices that children's start to lose concentration. She extends children's language skills by asking them what they have bought from their shopping trip. As they look at each item, she asks open ended questions such as. 'What can we make with potatoes?' and 'What do you need to do to potatoes before you can eat them?' She plans

reading and story time during the day and books are readily available, which enhances children's communication, language and literacy skills. The childminder knows that some children enjoy building things, so she ensures that they have a range of building bricks to ensure they can play with their favourite activities throughout the day. Some children love to play with dolls which they can dress and undress. The childminder provides different types of dolls, pushchairs and clothes so that children can play with the dolls on their own or with each other. This promotes children's all-round development and shows that the childminder plans interesting activities.

The childminder provides a suitable range of resources to develop children's understanding of technology. For example, children enjoy playing with interactive toys, such as dolls that cry or laugh when their tummies are pressed. Children make toys work by pressing buttons and lifting flaps to achieve effects, such as different sounds. The childminder interacts adequately and supports the children in their learning. Children are developing their understanding of space and shape as they concentrate on completing jigsaw puzzles. The childminder organises her home so that children have sufficient space to play. Children are able to make choices about their play, selecting from a range of interesting resources. This helps to foster children's independent learning and self-help skills.

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

The children are happy, settled and enjoy their time with the childminder. They have developed warm relationships with her and her family. This effectively supports children's emotional well-being. The childminder knows the children very well and this further supports the children's feeling of security. She is a positive role model and demonstrates a caring approach in managing their behaviour. She sets boundaries and, consequently, children feel secure and they behave well. The childminder takes children to childminding groups where they are beginning to make friends. This helps children's future transition to pre-school.

Children are developing good self-care skills. For instance, they know that washing hands before eating is important because it gets rid of any germs they may have on their hands. As children get older they are encouraged to become independent at self care, for example, using the toilet when they need to. Children are developing good knowledge about healthy eating as the childminder provides them with nutritious home-cooked meals and snacks.

Children learn effectively about how to keep themselves safe. For example, they know why they must hold the childminder's hand when out walking. Children also take part in regular evacuation drills with the childminder, who ensures these are undertaken at different times so that all children can participate. Children enjoy engaging in physical play both inside and outdoors. They take trips into the local community, for example, visiting parks and toddler groups. These provide children with opportunities to socialise with others. Children's physical skills are developing as they learn to safely climb, run, jump in the park and use wheeled toys in the childminder's garden. These experiences also help

children to learn how to interact and behave with others, developing their personal, social and emotional skills.

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

The childminder has a satisfactory understanding of the safeguarding and welfare requirements. She implements suitable risk assessments, policies and procedures so that children are safe. For example, the premises are secure, and safe procedures are in place for the collection of children. The childminder demonstrates a suitable knowledge of child protection issues, such as the signs of abuse and what she would do if she had any concerns. She has attended relevant training and has appropriate policies and procedures relating to safeguarding in place. This promotes children's safety and well-being.

Partnerships with parents are sound and suitable systems are in place to ensure continuity of care. For example, a verbal exchange of relevant information makes sure parents are sufficiently informed about their child's day. The childminder works closely with parents to ensure children are settled in her home. This promotes children's sense of security and helps to establish warm and trusting relationships. The childminder regularly shares information with parents about her practice through written policies and this ensures that they are clear about both their own and the childminder's role and responsibilities. As a result, parents say they are very happy with the service provided. They comment about how happy their children are with the childminder and that they look forward to attending. Parents report that they are impressed by the childminder's caring attitude towards their children. Suitable procedures are in place to share information with other settings, such as the local pre-school and toddler groups. This promotes consistency in children's learning and helps prepare them for the future.

The childminder has a sound commitment to improving her service through accessing training. She has updated her safeguarding training and plans to attend more workshops to support her professional development with regards to the Early Years Foundation Stage. The childminder has been registered for over 20 years so has many years of experience. She has a positive approach towards further development of the service she provides. Appropriate systems for self-evaluation are in place and priorities for development are being highlighted. The childminder collects the views of both children and parents to help improve the quality of her provision. The childminder demonstrates a suitable capacity for improvement and has addressed the action and recommendations raised at her last inspection.

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 |
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| 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

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| Unique reference number | 101215 |
| Local authority | Gloucestershire |

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| Inspection number | 813184 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 3 - 6 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 08/02/2012 |
| 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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