

<b>Inspection date</b>	20/03/2013
Previous inspection date	18/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 share close relationships with the childminder, which help them to feel safe and secure.
- Children make good progress in their learning and development because they enjoy an interesting range of activities that support them in all areas of learning.
- Children's needs are well understood because the childminder works effectively with the parents and involves them in their child's learning.
- Children's self-esteem is well supported by the childminder who consistently gives them praise.

#### **It is not yet outstanding because**

- There are missed opportunities to promote children's understanding of number and counting in everyday routines.

## 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 in the lounge and kitchen/diner.
- The inspector had discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector and the childminder observed children engaged in role-play.
- The inspector sampled a range of documentation including children's records.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

The childminder registered in 2000. She lives with her two children in Warminster, Wiltshire. Childminding mainly takes place on the ground floor, with access to upstairs for bathroom and sleep facilities. The enclosed back garden is available for physical play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, four are in the early years age range.

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

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

- provide more opportunities for children to count and use number in everyday routines.

## Inspection judgements

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

Children actively engage in a good range of exciting and challenging activities, which meet their individual needs and interests effectively. Children readily engage in conversation with the childminder as they play in a well-resourced environment. Children use their imaginations well. They pretend to talk on the telephone as they use the tools from the workbench and pretend to fix things in the playhouse. The childminder encourages them to cooperate with one another to build a train track, and they take turns to press the buttons on the play laptop to make the lights flash. This helps children learn about simple technology. The childminder completes observations and takes photographs of the children engaged in activities. She uses these successfully to monitor and plan for the children's future learning. The childminder writes a summary of each child's progress every three months, which she shares with parents. These assessments also assist her efficiently in writing the two-year progress check. Consequently, children are making good progress in their learning and development in relation to their starting points.

Children are active learners, they enjoy looking at books; they turn the pages carefully and point to the characters in the story. Young children say the initial sounds as they point to the animals in the book and older children are able to imitate the sounds the animals make. The childminder effectively promotes children's early language skills through repeating words back to them and explaining what she is doing when carrying out everyday tasks, such as preparing the snack. Children are beginning to recognise numerals as they look at the numbers on the train carriages. However, at times, the

childminder misses opportunities to develop counting skills in everyday activities. For example, asking the children to count the grapes on their plate or how many plates are needed.

It is evident when looking at the children's record books that they take part in a broad range of activities that they enjoy. The childminder knows the children very well and uses this knowledge to successfully support them in moving onto the next stage in their learning.

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

Children are safe and secure in the setting as the childminder has effective procedures in place to identify and minimise potential hazards. Children have made secure attachments to the childminder; she provides regular cuddles and gently reassures children if they become upset. This helps children to feel emotionally secure and promotes their physical health well. The childminder consistently praises the children for their achievements, which promotes their self-esteem and boosts their confidence.

The childminder acts as a good role model and as a result, the children behave well, taking turns and being polite. Children's physical development is well promoted. They have plenty of opportunities to be active and run around, they use ride-on toys, slides and gain good body control as they climb and balance.

Children develop a good understanding of a healthy lifestyle. They are encouraged to make healthy choices and engage in discussion with the childminder about what foods are good to eat and why it is important to drink water. Children are beginning to understand the importance of good hygiene practices. They routinely wash their hands before they eat their food and the childminder follows robust procedures when changing nappies.

Children are actively learning to keep themselves safe. Daily walks to the school are used to develop children's understanding of keeping safe and road safety. They practise the emergency evacuation procedure with the childminder. This helps them to know how to get out of the house quickly and safely.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She understands her role and responsibility to safeguard children in her care and has thorough procedures in place to help her protect children effectively. The childminder routinely carries out daily checks and has robust procedures in place to ensure the environment remains safe. The childminder keeps her child protection knowledge up to date and is aware of the reporting procedures to follow in the event of any concerns about a child's well-being. Children play with a good range of resources, of which most are easily accessible, to encourage children to make independent

choices in their play.

These include toys and books that provide positive images of diversity. This helps children to learn about the wider world.

The childminder has a clear understanding of the learning and development requirements and is confident in her knowledge of all areas. The childminder has effective systems in place to ensure the educational programme she provides meets the needs of the children effectively. For example, the childminder systematically makes observations of the children to ensure activities meet individual needs and help children to progress onto the next stage in their learning.

The childminder develops good relationships with the parents. She encourages good communication and involves them in their child's learning effectively, through the sharing of information and seeking their ideas. The childminder also liaises with other settings that children attend to ensure a consistent approach.

The childminder shows a good ability to maintain continuous improvement to her childcare provision. She has completed a self-evaluation form, which clearly identifies her strengths. She is also beginning to identify the areas she can develop and is eager to attend any training that is available. The childminder has successfully met recommendations made at her last inspection. This includes the provision of a wider range of activities and resources, which meet children's individual needs and provide interest and challenge.

### **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
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

<b>Unique reference number</b>	100344
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	816794
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/06/2009
<b>Telephone number</b>	

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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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