

Inspection date

Previous inspection date

14/03/2013

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 provided with a wide variety of meaningful play activities, which support their progress very well.
- The childminder talks to children about suitable road safety procedures, which promotes their awareness of keeping safe.
- Children enjoy going to local toddler groups, where they play with their friends and develop their confidence and social skills.
- The childminder is friendly and welcoming, which helps children feels secure in her care.
- Children enjoy outdoor play activities, which helps them develop their physical skills.

It is not yet outstanding because

- The childminder does not always extend children's awareness of number and counting during everyday routines and activities.

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 living and dining rooms and the garden.
- The inspector had discussions with the childminder about children's play activities
- The inspector sampled a range of documentation, including children's learning journals and operational policies and procedures.
- The inspector viewed the childminder's self-evaluation form.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two children, in the village of Bratton, near Westbury, Wiltshire. Children have use of a living room, dining room, kitchen and playroom downstairs, with a bedroom available for sleeping and toilet facilities provided upstairs. Children have access to an enclosed rear garden for outdoor play. The family has one dog. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently eleven children on roll, of whom two 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:

- extend children's mathematical understanding by encouraging them to count their activities, for example, during imaginative play and everyday routines

Inspection judgements

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

Children are eager to play and become absorbed in the purposeful activities the childminder offers. For example, they like to play shops and have great fun collecting some 'bread', 'orange juice' and 'milk' to go in their baskets. They know how to operate the toy cash register to open the money drawer. Therefore, children develop their imaginations as they act out their experiences and they begin to gain an early understanding of operating simple technology. The childminder clearly understands how children's development is supported through their learning. For example, she plans a range of exciting, meaningful play activities for children. She observes their play to identify how to plan for their next steps in learning. She then uses this information effectively to plan activities that will consolidate and build on their current skills. As a result, children make good progress in their learning. The childminder takes children for frequent walks and encourages them to listen to the birds and explore nature. For instance, children use their senses to feel the grass and the bark of the trees. They find some sticks and use these to bang on a plank of wood. The childminder sees this interest and plans more activities where children can use these resources. For example, children do some bark rubbings and use their sticks to make a wood of trees indoors. Therefore children actively develop their creativity and understanding of the natural world.

Children interact very well with the childminder who gently reinforces their sounds and

words to encourage their language development. She praises them for their efforts as they begin to string words together to form short sentences. As a result, they become keen to 'have a go' at using language to express their ideas and needs.

The childminder promotes children's enjoyment of their messy play activities very well. For instance, she hides interesting toy mini bugs in shaving foam to encourage the children to feel different textures. They tell the childminder it feels cold. Children also like to push their hands or toy cars through paint to make marks. They develop good control in using tools such as paintbrushes and begin to give meaning to their marks. For example, they draw a wiggly line and say this is a 'wiggly worm'. This actively supports their early writing abilities. Children have great fun playing outside with the hosepipe on a cold day. They examine the nozzle to see what is blocking the water flow. They laugh and exclaim with surprise as the water suddenly shoots out clearing the ice that has frozen round the nozzle. This encourages children to learn how things work and how to solve simple practical problems. As a result, they gain the interest needed to develop their future learning.

Children carefully fit together the pieces of a favourite puzzle. They become absorbed putting the parts of a wooden train track in place. They create a village around it using small world trees and people. This actively supports children's imagination and their early mathematical awareness of size, shape and space. However, at times, the childminder misses opportunities to encourage children to count during their imaginary play and everyday routines. This means children do not always learn that counting is useful in most activities and in everyday life. The childminder effectively encourages parents' involvement in their children's learning. For example, she seeks their views about their child's achievements at home. She then uses this information to inform future planning. This effectively promotes positive partnerships with parents and gives a consistent approach for children's learning.

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

The childminder provides a very welcoming, comfortable home environment where children are very settled and content. They move freely around the play areas and respond positively to the childminder's reassuring and friendly approach. They play happily with a range of colourful, well maintained toys and resources. These are well organised to provide easy accessibility for children. For instance, they can easily find a favourite puzzle or game to play. This effectively supports children's independent choices and their spontaneity in play. Younger children are encouraged well to participate in everything. For example, younger ones sit comfortably in sturdy booster seats at the table for their meals. Therefore all children are included and able to be sociable as they sit with their older friends to eat. The childminder recognises children as individuals and gently encourages them to be kind to each other and share their toys. She uses positive reinforcement to help children understand accepted boundaries. For instance, in the garden children are happy to take turns with their friends to go up and down the slide. Children regularly visit local toddler groups and have fun playing with their friends. This

helps them become confident away from their main care setting and effectively promotes their social skills. In addition, children take Boris the bear home with them at the weekend. They learn to look after him as he joins in with their family life. Consequently, children develop a positive sense of responsibility. Children develop the skills they will need for their next stage of learning at pre-school or school.

Children are provided with exciting play experiences that promote their good health. For example, they enjoy an outdoor play adventure at the park. They climb carefully onto the 'wobbly' bridge with the rope sides. They are encouraged to use their imagination and decide they need to cross the 'muddy swamp' below the bridge. Children develop their balancing skills as they walk along the stepping stones to get across the 'frog infested waters'. As a result, children develop good mobility skills and have great fun using up their energy in their imaginary games. Children are often out in the fresh air as they play in the garden or go on regular outings and walks. They have frequent opportunities to exercise and stay healthy. The childminder talks to children about walking safely along the road. She teaches them to 'Stop, look and listen' before crossing roads. Children practise fire drills regularly and know they need to wait for the childminder before going out to play. Consequently, children are beginning to understand how to keep themselves safe. Children develop their self-care skills very well as they know the routine of washing their hands before eating. They confidently use a small step to reach the sink and have their own towels to dry their hands. This means children are supported effectively to develop their independence with personal care routines. As a result, their good health is promoted very well through established daily routines and activities. This helps children develop a good awareness of keeping themselves safe and well.

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

The childminder has a good understanding of all requirements of the Early Years Foundation Stage framework. She is well organised in her practice. For example, she has clear, detailed operational policies and procedures and she shares these with parents. This effectively reassures parents of the care provided for their child. The childminder gives strong emphasis to keeping children safe from harm. She has a sound awareness of child protection issues and procedures to follow should a concern arise. This promotes children's welfare very well. The childminder completes detailed risk assessments of her premises. In addition, she continues to assess play areas according to children's developing abilities. For instance, she understands the point at which children are confident in climbing the stairs and no longer need gates fitted to prevent their access. The childminder also assesses children's safety on outings and makes sure she has sufficient and appropriate car seats for them. The childminder prioritises children's safety through her ongoing monitoring of possible risk.

The childminder continually evaluates her provision and identifies areas to improve. Since registration she has attended several short training courses, which have effectively developed her understanding of child care issues. In addition, she is starting an early

years qualification course to continue developing her practice. The childminder recognises parents as their child's first carer and supports them well in following children's routines. For instance, she works with parents regarding when to start toilet training their child. This effectively supports a consistent approach to children's well-being. The childminder makes regular summaries of children's development, which she shares with their parents. This effectively helps her review children's progress across each area of learning to promote a consistent approach to monitoring children's development.

The childminder clearly understands the importance of the progress check for two-year-old children and how to complete it. For example, she will summarise the children's achievements and share her summary with parents as part of this process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY451218
Local authority	Wiltshire
Inspection number	883109
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	11
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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