

Inspection date	20/03/2013
Previous inspection date	07/06/2010

The quality and standards of the early years provision	This inspection:	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

- The children develop warm relationships with the childminder, which help them feel secure and settled.
- The indoor environment is welcoming and well-resourced. This contributes to the good progress that children are making in their learning.
- Communication and relationships between the childminder and parents is good. They work in partnership effectively to support children's individual needs.
- Children's communication and language skills are particularly well supported with activities that help to stretch children's abilities and knowledge. This helps to make sure that they are well prepared for the next stage in their learning.

It is not yet outstanding because

- There is scope to further develop the links with children's main early years providers to help extend children's learning and development.

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 main downstairs area.
- The inspector spoke to the childminder at appropriate times throughout the visit.
- The inspector looked at the childminder's documentation and the children's records.
- The inspector took into account the written feedback from parents.

Inspector

Marie Thompson

Full Report

Information about the setting

The childminder registered in 2000. She lives with her husband and three children in a house in Durrington, Salisbury, Wiltshire. The downstairs of the home is used for childminding and the upstairs bathroom and a bedroom for sleeping. The garden is available for outside play. The family has three pet cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, one is in the early years age range. The childminder takes children to and from local schools and pre-schools. They attend local toddler groups. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- strengthen partnership working with other providers to obtain a fuller picture of children's next steps in learning to support the planning of activities.

Inspection judgements

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

Children benefit from a good range of challenging, play based experiences that challenge them to engage and find things out for themselves. As they do so, the childminder stays close by to intervene and extend their learning as opportunities arise. For example, she builds on children's knowledge of colour through painting or craft activities, whilst providing opportunities for them to develop early writing skills. The childminder organises her learning environment with resources to stimulate children to develop their early learning. As a result, children are interested, motivated and become engrossed in their play. Children enjoy their learning and they achieve very well because planning is very much child-led and organised according to their interests and individual learning needs. Children enjoy a varied range of creative and messy play activities. For example, they use recycled plastic bottles and coloured tissue paper to make elephants, and for Diwali they made Rangoli patterns using coloured sand. As a result, they have good opportunities to use different tools and materials and to use their imagination and learn new skills. The childminder provides a warm and welcoming home environment. Children have a wealth of toys and play experiences set up invitingly for them. This supports their learning needs and development. As a result children are making very good progress in their learning and development.

The childminder is very clear about where children should be in terms of their stage of

development and knows how to support children accordingly. For example, the attainment of language and communication skills is at the forefront of everything she does. The childminder supports children's vocabulary skills effectively because she engages and communicates with children very well, questioning what they are doing and extending their play by challenging their thinking and providing ideas as well as helping children to reflect on past experiences. As a result, children become confident communicators, and make very good progress in their communication and language skills.

The childminder carries out regular observations of children's development. She uses art work, photographic and snap shot observations that show how the children are developing. Planning covers all areas of learning and details the impact of activities on the children's learning. As a result, children's development is effectively facilitated. Secure systems for parents to review children's progress regularly and for them to contribute fully to their child's learning journals are well established and effective. This promotes continuity in children's learning.

Mathematical concepts are taught and interwoven effectively in routines and activities. For example, she encourages children to recognise different numbers on the display on the wall and asks them to count how many oranges the caterpillar ate in the story they have been reading. The childminder talks to children about shapes, introducing words such as square and rectangle when she asks them how they would like their toast to be cut at snack time. The children show an enjoyment of books and a confidence in selecting them to look at. This develops an interest in reading. Regular visits to toddler groups, soft play areas, and shopping experiences further promote children's learning and enhance children's opportunities to develop social skills and make sense of the world.

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

Children are very confident and happy as they clearly feel at home in the childminder's care. The provision is warm and welcoming with a good variety of resources to stimulate children to develop their early learning. The childminder has introduced regular routines, which the children are familiar with. This means that they know what comes next and are settled and happy at the provision. The childminder shows children genuine warmth and acceptance. There are plenty of cuddles and affection, enabling every child to feel well cared for and valued. The children have developed a strong bond with the childminder and seek comfort from her when needed. Children's behaviour is good as they are clear about the boundaries and rules of the home and show that they feel safe. Children learn to be responsible, well mannered, and to consider others because of the childminder's good role-modelling and purposeful discussion and interaction.

The childminder has a strong emphasis on helping children develop their independence and self-care skills. For example, children relish the opportunity to put their choice of toppings on their toast at snack time and make decisions about their play. This, along with the support they receive to develop clear communication skills, means that they are developing the skills needed to be ready for school when the time comes. The childminder provides children with snacks throughout the day and parents provide their children's

packed lunch. The children can help themselves to drinks throughout the day.

A healthy lifestyle is encouraged as the childminder uses the garden area well to support children's learning. Children enjoy running around the garden, playing in the push along cars or with the sand and water. At the local park children are able to enjoy a range of apparatus, which develop their physical skills further. They have great fun pretending to be firemen and sliding down the poles and climbing up the apparatus to 'rescue' each other. Children enjoy a range of cooking activities to support their understanding of healthy eating. The childminder also takes children on outings, on the bus, to local places of interest. This means that they are able to regularly enjoy feeding the ducks and swans, and having a picnic in the open air. Children are, therefore, well supported to develop an understanding of the importance of being active. The fire drill is regularly practised and children learn about road safety when they are on outings. This helps them to develop a sense of responsibility for their own well-being as well as helping them to understand how to respond in an emergency.

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

The childminder is dedicated to providing quality care. She has a strong commitment to help every child have a good start in life. She aims to do this through the provision of a warm, safe and secure setting, where children can really thrive. The childminder has a robust knowledge of the safeguarding and welfare requirements and children's safety is well promoted. The home and garden are safe and secure and the childminder follows procedures that effectively promote children's health and well-being. The childminder attends regular training to update her knowledge and skills. She discusses her duty of care with parents. This assures them of her commitment to acting in their child's best interests, particularly in child protection issues. The childminder knows who to contact should she be concerned about a child. Daily safety checks and comprehensive risk assessments are carried out on the premises and on outings so children are protected. All required documentation to meet the safeguarding and welfare requirements of the Early Years Foundation Stage is well maintained to ensure the smooth running of the setting.

The childminder has a realistic view of her provision and strives to provide good quality standards of care. She has addressed the points raised during her last inspection. Regular feedback is obtained from parents and children and in order to seek their views on the setting. These views are incorporated into the childminder's self-evaluation and the childminder takes into account what parents and children say and makes changes to her provision as necessary. The childminder has developed trusting relationships with parents. Daily written and verbal communication ensures that parents receive good information about their child's achievements and well-being. Parents are encouraged to provide information about their child which helps the childminder ensure continuity between the child's home and the setting. Written policies are shared with all parents, which gives them a further insight into how their child's care is organised. Parents' comments in questionnaires show that they are very happy with the provision. For example, they say, 'we are very happy with the activities you provide and feel our child gains a great deal

from being outdoors and visiting places' and 'I would recommend her to my friends.' However, the childminder has not developed links with some of the other providers of the Early Years Foundation Stage who also care for the children. This means that both parties are not sharing information effectively in order to promote a consistent approach to meeting children's needs.

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 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	144759
Local authority	Wiltshire
Inspection number	843149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	07/06/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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