

Inspection date

Previous inspection date

15/05/2013

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

- The childminder supports children well in learning through play, a good variety of resources and her skilful interactions. As a result, children make good progress in their learning.
- The childminder assesses each child's progress across all areas of learning in relation to their ages and stages of development and uses this information effectively to plan their next steps.
- The childminder works hard at building productive relationships with parents through varied methods of regular communication, which have a positive impact on children's ongoing development and well-being.
- The childminder has a keen interest in learning and increasing her skills and knowledge further to benefit the children.

It is not yet outstanding because

- Links with other providers are not fully effective, to support the continuity and care 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
- 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 childminder's home and garden.
- The inspector had discussions with the childminder and took account of information from a parents' survey.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies, an improvement / reflection plan and training records.

Inspector
Angela Cole

Full Report

Information about the setting

The childminder registered in 2011 and lives in a three-storey house in the Tuffley area of Gloucester. She shares her home with her partner, adult son and two children aged four and six years. The whole house is used for childminding, with the main care taking place on the ground floor. There is an enclosed garden area for outside play with grass, paving and safety surface. The childminder is able to take and collect children from Harewood Primary and Junior Schools, Georges Playgroup, Tuffley Playgroup and Hempstead School. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during and after school and in school holidays. There are currently four children on roll in the early years age range who attend on a part-time basis. The childminder also cares for older children and children over eight years of age.

What the setting needs to do to improve further

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

- extend the systems for sharing children's learning and development with other practitioners for children who attend more than one setting.

Inspection judgements

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

The childminder has a good understanding of how children develop and learn. As a result of her support, children achieve well in each area of learning, taking into account their abilities and patterns of attendance. The childminder gains an effective outline of children's starting points through conversation with parents who complete several information sheets about children and their routines. Children receive effective support so that they work towards appropriate developmental milestones. Toddlers make good progress in their learning as they freely move around to investigate the wide range of accessible activities. The childminder clearly understands how to analyse her frequent, detailed observations into aspects of the areas of learning and to check children's progress. She is well aware of how to complete progress checks for two-year-olds and to share these with parents for their comments. She ably uses children's next steps and interests to engage them in stimulating play so that they learn effectively through challenges. For example, when young children became interested in toy trains and the tracks, the childminder took them to the train station. They were thrilled when the conductor gave them a special ticket clipped with the shape of a train. These experiences considerably widen their knowledge of the world around them.

The childminder has established an interesting, flexible routine that enables children to feel secure; this includes play in or out of doors throughout the day as each child chooses. She effectively uses questions and comments to move them forward in their learning. The childminder enthusiastically responds to young children's chosen activities and picture books to help extend their vocabulary. As children play, for example with shape sorters, she steadily and persistently builds their language skills. She extends their use of sounds and single words by describing what they are doing, offering interesting sentences and different words, including colours and shapes. The childminder frequently uses mathematical language in conversation to suggest position words, such as by asking, 'Shall we move you out of the middle?' This supports children's understanding of mathematical ideas.

The childminder is well aware of the value of joining in the play that children choose and are enjoying. Young children respond well to different experiences and eagerly explore materials and objects in their environment. They feel the textures of different foods and explore how breakfast cereals can be stuck on to make, for example, decorated fish. They enthusiastically explore the contents of a toy 'kitchen'; they hear words, such as 'cooking' and 'dinner' as the childminder asks for 'sausage and mash, please.' Activities such as these, enhance children's physical skills, as well as supporting their creative development. Young children enjoy making sounds using different instruments, including home-made shakers, a mouth organ and a xylophone. They smile happily at the sound patterns when they successfully operate 'air' drum sticks and are often engrossed in sensory play activities. The childminder strongly encourages all children to carry out their own ideas. As a result, they achieve independence skills to stand them in good stead for their next stage in learning.

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

Children have secure, close relationships with the caring, attentive childminder and members of her family. The childminder is skilled and sensitive in helping children form secure emotional attachments. She offers continual, individual encouragement to children so they gain confidence in varied, social situations. As a result, children learn to show consideration for others and know to listen carefully to instructions, for example about the need for outdoor clothing. They willingly help to tidy toys away to help keep the floor clear. Children respond to supportive behaviour management because the childminder has consistent expectations of them and is a good, calm role model. The childminder takes time to ensure that the younger children, who require extra support, are happy, comfortable and well cared for.

The childminder promotes equality of opportunity well throughout the day, including each child in the activities wherever possible. She equally divides her time and attention so each child feels valued. The childminder helpfully sets out play equipment to link with children's interests. Many other items are freely available in low-level storage, much of which the childminder labels to support children's choices. The resources clearly reflect diversity, such as small figures representing different ages and cultures. Young children learn about

differences in a positive way, for example by respecting each other's play space. Their sense of identity and culture develops effectively during conversations about their parents and home activities.

The childminder promotes children's individual health, physical and dietary needs well; her home is clean and well maintained. Young children gain a clear understanding of a healthy lifestyle. They know they need to wash their hands and dry them using their individual towels, taking time to achieve this thoroughly. The childminder helps them to choose healthy foods at mealtimes so they gain an increasing understanding about nutrition. Children have interesting opportunities to develop their physical skills and promote good health. They enjoy walks and love to visit a soft play venue, where they use larger equipment and can climb freely. Children choose to play in the garden whenever they wish to explore the wide range of physical equipment and to dig in the soil. Young children show they feel safe; they are relaxed and confidently play in the child-friendly home. They develop an increasing awareness of safety through supervised play on the challenging climbing frame and a trampoline with safety curtains. They always hold hands when crossing the road and this helps children become aware of their own safety.

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

The childminder is well organised and conscientious in providing good quality childminding that benefits children and supports their families. She has a strong knowledge and understanding of her responsibilities in meeting the safeguarding and welfare requirements at all times. She implements these consistently to create an environment that is secure and welcoming. The childminder has a good knowledge of how to keep children safe, including about child protection. Through recent training, she is well aware of how to respond if she has a concern about a child. The childminder regularly reviews her detailed, recorded risk assessment for her home to minimise hazards for children. She also risks assesses children's outings, including to shops and a soft play centre, so that they can play freely and safely.

The childminder has a good understanding of the importance of securing strong partnerships with other settings children attend. She gains written permission from parents to talk to their key persons and has contacted each provider. However, she has not followed this up when there was no response. Therefore partnership working does not yet fully support children's well-being and learning. The childminder works supportively and effectively with parents. She establishes particularly good working relationships with new families, enabling their children to settle. The childminder provides a robust level of information about her service, including new topics such as 'oceans'. She offers parents varied ways in which they may be involved with their children's learning. As a result, families effectively exchange details about children's progress. This includes through in-depth conversations and sharing children's learning journals, to which some parents add written comments. Parents tell the childminder how pleased they are about the care provided, the information they receive and how happy their children are.

The childminder understands her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She effectively oversees the educational programme for each child; she checks that her assessment and planning of next steps are consistent with children's needs. She effectively monitors children's progress towards the early learning goals using published guidance to promptly address any gaps in learning. The childminder demonstrates a good understanding of her strengths and areas for further development to evaluate and improve her service. She strongly values the views of parents about their children and is sensitive towards young children's likes and preferences. She discusses provision with other childminders and values the support of her local authority advisor. The childminder focuses her future professional development where this will best improve the provision for children. She plans to apply to join the local network and attend further relevant training. This shows her ongoing commitment to improvements to benefit the children.

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	EY436104
Local authority	Gloucestershire
Inspection number	784207
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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