

Inspection date	18/04/2013
Previous inspection date	06/04/2010

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 childminder has an extensive array of resources to support children's learning in all areas, particularly their physical development outdoors.
- The childminder regularly reviews her practice and attends further training so that she can develop her skills and, consequently, outcomes for children are continually improving.
- Children enjoy a variety of outings with the childminder where they learn about the world around them and develop and experience a healthy lifestyle.

It is not yet outstanding because

- The childminder is not always ready to involve herself in children's play so that she can help them to develop their ideas and focus their attention especially when there is so much to choose from.
- The childminder does not consistently talk to children about safety so they can begin to learn about judging risks for themselves when ready to do so.

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 indoors and outdoors.
- The inspector spoke to the childminder, children and parents at appropriate times during the inspection.
- The inspector sampled children's records, policies and procedures and regulatory documentation.
- The inspector sampled self-evaluation records, feedback from the local authority and questionnaires from parents.

Inspector

Marilyn Joy

Full Report

Information about the setting

The childminder was registered in 1999. She lives with her four school age children in Ludgershall, Wiltshire. Downstairs is used for childminding and includes a dedicated playroom. Toilet facilities are upstairs. There is an enclosed garden for outdoor play. The family has two dogs, two cats and a number of rabbits and guinea-pigs. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She currently has 10 children on roll; of these, four are in the early years age group and three are aged over eight years.

What the setting needs to do to improve further

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

- help children understand why they need to take care when moving freely by explaining further about safety and helping them judge risks for themselves
- help children make choices by making spaces visually calm and extend their learning through shared attention and by posing challenging questions to explore ideas and develop roles and stories.

Inspection judgements

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

Children make good progress in their learning and development because, overall, the childminder supports children well. The childminder regularly observes children. She clearly identifies their next steps for learning and plans how she can promote these during children's play. For example, she encourages children's personal independence well by encouraging them to put their own shoes on when they go outside. She routinely introduces number skills by counting how many times a neighbour's dog is barking and how many steps there are. The childminder is fully aware of the procedures for completing progress checks for two-year-olds and liaising with parents throughout this process. She successfully links with other settings children attend and liaises with other professionals to provide continuity in children's care, learning and development.

The childminder works closely with parents to support children's learning. She completes home visits and works closely with parents to assess what children can do when they first attend. This means she can plan their progression effectively from the outset. For example, the childminder uses information gathered from parents to help her assess

children's physical abilities. This helps her to teach them the skills they need to manage the adventure play equipment safely, such as, managing steps and holding onto the handrail. However, there are some occasions when the childminder does not extend this further by helping children to understand why they need to take care. Consequently, children do not consistently learn about how to judge risks for themselves.

Children experience a broad range of challenging and exciting activities and outings with the childminder. They learn about caring for animals when visiting the farm and going to the vets. They find out about life cycles when observing how caterpillars turn into butterflies and seeds into vegetables. Children visit the fire station, recycle waste and visit the library. They learn about diversity because this is reflected throughout the childminder's resources. She also introduces children to a variety of different festivals and celebrations during the year. Children benefit from the breadth of activities which help them to learn about the world around them.

Overall, the childminder successfully helps children develop the skills they need in preparation for school. She encourages their communication skills through relaxed conversations. She introduces their awareness of words and letters by encouraging them to recognise their names and use chalks and crayons indoors and outdoors. There is a good range of books for children to choose from and mathematical skills are routinely encouraged. However, the childminder does not always take advantage of children's interest or involve herself fully in their play to help extend their learning. For example, when they begin to play with the kitchen and playfood she names the foods. However, she does not develop their pretend play further with a trip to the shops or a picnic, or pose challenging questions to fully extend their thinking. Generally, children benefit from the time they spend with the childminder. They become confident and happy individuals ready to learn.

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

Children are settled and secure in the childminder's care. They demonstrate a strong sense of belonging in the relaxed and easy manner in which they interact with the childminder. Children arrive confidently; they are eager to greet their friends and settle to sleep when tired. There is an extensive range of resources for children to play with and many are stored at child height. This means children can easily help themselves and develop independence in doing so. However, there are so many toys in the playroom that it sometimes makes it more difficult for younger children to choose and begin to concentrate, particularly if the childminder is not joining in. Children play enthusiastically together. They learn to cooperate and take turns because the childminder helps them to understand what is expected and follow simple rules. For example, they take turns when using the slide and sit at the table for mealtimes. Children regularly attend pre-school groups with the childminder. This helps them become familiar with new environments and gain confidence in readiness for the move to pre-school or school.

Children's physical development is promoted well because the childminder puts a strong emphasis on promoting healthy lifestyles and exercise. Children learn about healthy eating

when they grow and harvest vegetables at the allotment. They enjoy a range of healthy snacks and meals freshly prepared by the childminder. They learn about washing their hands thoroughly and brushing their teeth after meals. Children develop skills in using a wide range of small and large equipment. They develop their hand-eye coordination as they fit shapes into a shape sorter, play with the farm set and experiment with using brushes for painting. Children are extremely keen to explore the challenging adventure play equipment in the garden. They learn to climb and excitedly balance along the wobbly bridge. Children move around safely because the childminder supervises them well.

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

The childminder is extremely enthusiastic in her care of the children. She works hard to secure continuous improvement and address the recommendations raised at the last inspection. She has made significant improvements to her outdoor provision and arrangements for meals. Consequently, children experience a healthy lifestyle with nutritious meals and challenging play in the garden. The childminder made changes to her arrangements for monitoring children's progression so that she has a clear understanding of what they can do and their next steps for learning. The childminder has attended numerous training courses and liaised closely with the local authority to help her develop her knowledge and skills. She responds positively to feedback and makes changes to her practice to improve outcomes for children. She has completed a thorough evaluation of her practice. This demonstrates her clear understanding of the Statutory Framework for the Early Years Foundation Stage and the requirements for learning and development. Overall, the childminder recognises where she can make further improvement and implements strategies to achieve this.

The childminder places a strong emphasis on maintaining a safe environment for children. She completes regular risk assessments to help her identify potential hazards and implements effective safety measures to keep children safe. For example, she uses safety gates to prevent young children accessing the stairs and keeps hazardous substances in a locked cabinet. The childminder has dedicated areas for her dogs so they can be separated from the children. The childminder has a thorough understanding of child protection issues and the procedures to follow if she has concerns about a child in her care. She maintains all the required documentation in good order. This helps ensure she has all the information she needs to meet children's individual needs.

The childminder builds positive relationships with parents. The childminder seeks their views to help her improve her practice and make sure they are satisfied with the care and learning their children receive. Parents are extremely complimentary in the questionnaires they completed. They comment on the range of activities their children enjoy and the welcoming environment provided. Parents receive a wide range of information from the childminder and feel well informed about their children's experiences. The childminder forges links with other agencies and settings children attend so they can work together to achieve continuity in children's care and learning.

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
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	145145
Local authority	Wiltshire
Inspection number	908931
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	10
Name of provider	
Date of previous inspection	06/04/2010
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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