

Inspection date

Previous inspection date

02/07/2013

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

- All children make good progress in relation to their starting points and benefit from attentive support from the childminder, which encourages them to learn.
- The childminder's clear boundaries and expectations enable children to learn how to manage their own behaviour.
- Children with special educational needs and/or disabilities receive good support, because the childminder works closely with their parents and other providers and accesses inclusion support.
- The childminder presents quality resources in the attractive indoor and outdoor spaces well, which helps promote children's learning effectively.
- The childminder organises her provision well and keeps clear, detailed records which she uses effectively to support children's well-being.

It is not yet outstanding because

- The childminder does not always fully challenge children to think critically when joining in their play, to solve problems for themselves.

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 outdoor room.
- The inspector had discussions with the childminder, children and parents and took account of information in letters from parents.
- The inspector sampled a range of documentation including children's records, planning, safeguarding procedures, policies, training records, self-evaluation form and information from parents' surveys.

Inspector
Angela Cole

Full Report

Information about the setting

The childminder registered in 2010. She lives in Swindon in Wiltshire with her adult daughter. The ground floor of the house is used for childminding, with the exception of a bedroom. Two first floor bedrooms are available for sleeping and a bathroom is also available on the first floor. There is an enclosed garden with a covered, all-weather outdoor area. Access to the playroom includes a step into the house, although ramp access is available. The family has a rabbit and some goldfish. 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 and, occasionally, overnight care. She is available early in the mornings and late in the evenings. The childminder currently cares for six children in the early years. She also cares for older children and children over the age of eight years. She supports children with special educational needs and/or disabilities. She walks to several pre-schools and schools to take and collect children. The childminder has joined the local childminding network and is working towards being in receipt of funding for the provision of free early education for children aged two, three and four years. She is working towards a level three diploma qualification in childcare.

What the setting needs to do to improve further

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

- enhance children's critical thinking by offering further challenges to support children in developing their own strategies for problem solving.

Inspection judgements

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

The childminder strongly supports children to develop and learn in a nurturing and enabling environment, where they make good progress. The childminder works closely with parents to know the starting points and individual needs and traits of each child. Each child benefits from frequently revised, targeted strategies, based on their learning needs. The childminder employs effective systems to assess children's progress towards the early learning goals. She uses observations and photographs so she can thoroughly identify and plan for children's individual learning needs. The childminder completes detailed progress checks for two-year-olds. She consistently shares these records and all children's progress with parents and includes them in planning for what children need to learn next in their development. This means that planned activities respond well to children's individual needs.

Children receive focused support and encouragement as the childminder's communication is thoughtful, clear and supportive. The childminder listens well and encourages children's language development through her clear speech in comments and questions. She often challenges children to think, although she does not always give them support to work things out for themselves. This sometimes limits their opportunities to learn through problem solving and to fully develop their critical thinking skills. The childminder encourages children to look at books and talks about the pictures, including different textures. Books showing people from a variety of backgrounds help children to understand different people and their part in the community. The childminder develops children's mathematical skills well, including their ability to use number, shape and position words that naturally arise in play. For example, children practise counting bricks as they pile these high.

Children have many, and varied opportunities to develop knowledge of the wider world. They role-play being on a train and recall the animals they saw at a farm. The childminder provides an interesting range of resources for children to choose from, and use to develop their play. In the 'outdoor' room, equipment includes a 'wooden' kitchen with real packets and early writing equipment, such as chalk boards. There are different natural materials on offer to enrich children's exploration of the world around them. In the garden, they water plants such as vegetables and herbs to harvest these and include them in their meals. This supports their investigation of the natural world well.

The childminder makes good use of children's interests and provides a range of art and craft materials connected with the current theme, such as 'under the sea'. She sets out resources so that children become engrossed in their creating, for example to use light and dark colours and learn about the 'fins' on the shiny 'fish' they make. The childminder strongly encourages children to concentrate for long periods on their chosen activities. She expects them to learn to do things for themselves, such as toileting. She supports children's growing independence and learning skills to stand them in good stead as they move on to school.

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

Children have secure, close relationships with the caring, attentive childminder. 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, including activities with children cared for by a partner childminder. As a result, children show consideration for others and learn to listen carefully to instructions, for example about the need to take turns. They respond to supportive behaviour management because the childminder has consistent expectations of them, and is a good, calm role model. They willingly help to tidy toys away to help keep the table and floor clear. The childminder takes time to ensure that younger children, and those who require extra support, are happy, comfortable and well cared for.

The childminder promotes equality of opportunity well throughout the day, by including

each child in the activities. She equally divides her time and attention so each child feels valued. The childminder helpfully rotates play equipment to link with children's interests and the current theme. 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 different dolls and books showing people from a variety of backgrounds. Young children learn about differences in a positive way, for example by respecting each other's play space and conversation. Their sense of identity and culture develops effectively during conversations with them 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, taking time to achieve this thoroughly. The childminder offers healthy foods at mealtimes so children gain an increasing understanding about nutrition. Children plant fruit and vegetables and harvest these to include in their meals. They have interesting opportunities to develop their physical skills and promote their good health. They enjoy walks about a farm and love to visit a soft play venue, where they use larger equipment and can climb freely. Children choose to play in the 'outdoor' playroom and garden whenever they wish to explore the range of resources, including physical equipment. Young children show they feel safe; they are relaxed and confidently play in the child-friendly home. They develop an increasing awareness of safety as they move around the home, including on the challenging stairs. They learn how to handle tools, such as scissors, 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 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 welcoming, safe and stimulating. The childminder has a good knowledge of how to keep children safe, including systems for safeguarding children from harm. As a result of repeated training, she is well aware of how to respond if she has a concern about a child. She daily reviews her detailed, recorded, risk assessment for her home and garden to minimise hazards so children can play freely and safely. She also risks assesses children's outings, including those to the toy library.

The childminder demonstrates a good understanding of her strengths and areas for further development to evaluate and improve her service. She closely monitors children's progress towards the early learning goals using relevant guidance. The childminder strongly values the spoken and written views of parents about their children, and is sensitive towards young children's likes, dislikes and preferences. She focuses her plans and her considerable professional development where these will best improve the provision for children. She intends to continue to attend a range of training, including a level three qualification course. The childminder also intends to work towards offering

funded provision and to use her expertise to further support children with additional needs.

The childminder understands the importance of partnership working for continuity of care and learning, well. She links effectively with several other providers and a wide range of agencies including health workers and therapists to liaise about children's progress. As a result, children with special educational needs and/or disabilities receive particularly strong support for their learning. The childminder works supportively and effectively with all parents. She establishes good working relationships with families, enabling their children to settle well. She provides a robust level of information about her service and effectively shares details with parents about children's progress. For example, this is evident through in-depth conversation, daily diary sheets and by shared comments and photographs in children's learning journals. Parents say that the childminder is 'fantastic' and strongly commend her provision.

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	EY410469
Local authority	Swindon
Inspection number	725058
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	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

