

Inspection date	18/06/2013
Previous inspection date	20/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 indoor environment is welcoming and attractively resourced and there are many opportunities where children can independently direct their own play.
- Children enjoy physical exercise and regular outings. They have fun outdoor experiences to investigate the natural world.
- The childminder has secure working relationships with parents and their positive feedback reflects how much they value her service highly.
- The childminder effectively protects children's well-being through a range of secure policies and procedures.

It is not yet outstanding because

- Children thoroughly enjoy their outdoor play but there are fewer opportunities to fully explore in all areas of learning when outside to compliment indoor 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 spent time observing the childminder with children in the main playroom and the garden.
- The inspector spoke with the childminder and her co-childminder at appropriate times throughout the inspection.
- The inspector looked at a sample of children's observation records, a selection of policies and children's records.
- The inspector took account of the views of several parents' written references.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

The childminder registered in 1994. She is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and their grown up daughter, in the residential area of Woodhall Park, Swindon. The whole of the house is used for childminding and there is an enclosed garden for outside play.

The childminder works with her husband, who is also a registered childminder. The childminder has overall responsibility for childminding and her co-minder works in a supportive role. Together they have a total of 24 children on roll, 11 of these are in the early years age range and 10 are older children, over eight years old. The childminder walks or drives to local schools to take and collect children. The childminder holds a level 3 qualification in Home-based Childcare. She is a member of an accredited network of childminders.

What the setting needs to do to improve further

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

- strengthen opportunities during outdoor play so children can easily explore and use flexible resources in all areas of learning, which are accessible, open-ended and can be used and combined in a variety of ways.

Inspection judgements

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

The childminder skilfully interacts throughout play in order to acknowledge what children do. Well presented activities and toys, many of which are accessible to children, encourage them to explore and make informed choices about their play. For example, children easily access many interactive toys and play food. They enjoy problem solving while they pretend to make sandwiches and counting as they place toy candles on the wooden birthday cake, for example. This shows how the childminder successfully links learning within practical play, enabling children to make good progress while they have fun.

The childminder uses detailed observations and children's personal choices to develop planning and identify each child's next steps. She creates attractive development records of children's achievements in books and folders that provide a useful record of their progress. This helps the childminder to ensure that children achieve, enjoy and move

forward at a pace suitable to their individual needs. The childminder is starting to implement the progress check for two year-olds. These records are shared with parents to evaluate children's progress and identify future learning aims.

Many opportunities exist for children to be physically active and develop their coordination, muscle control and movements. Children have good opportunities to learn about plants and living creatures. For example, they enjoy finding snails and bees in the garden. However, the outside learning environment has less opportunity to extend children's free exploration in a variety of skills and all areas of learning. Nevertheless, good use is made of the home and local environment for learning. For example, children experience a range of outings and move confidently indoors, freely selecting their favourite toys. The childminder promotes an inclusive environment and spends quality time with the children. Toys, resources and experiences promoting positive images are plentiful. Through their play they learn to respect different cultures and how people celebrate individual traditions all over the world. The childminder is skilful in her ability to support and encourage children in their play. She joins in with children to support their play and learning appropriately. Their communication and language skills develop well through the good interaction with her and her ability to question and challenge children's thinking. Children develop useful skills in language, literacy and numeracy through their play experiences. For example, they search for big and little pom poms in their creative activity and count when throwing the ball outside. Children have many opportunities to experience music and imaginative play. They enjoy the many experiences to be creative with a variety of art and craft materials. They are particularly interested in making sheep pictures, sticking cotton wool items onto their plates.

Partnerships with parents are good. The childminder has developed effective communication and relationships with parents. She provides good information to parents about their children. This includes a daily communication diary, photographs, an informative learning journey and information on events and individual children's targets. This keeps parents well informed about the children's time with the childminder and provides frequent opportunities for the parents to get involved in their child's learning and development.

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

The childminder is good in contributing to children's feelings of well-being. She works effectively to ensure that she has a secure understanding of children's individual needs and is very effective in making them feel welcome and valued. For example, children excitedly arrive to a warm and welcoming home with many children eager to greet them. The childminder is organised and works to a daily routine that allows her to meet children's needs effectively though opportunities for play, meals and rest. She uses her knowledge and experience well to provide a secure base for children. Children are able to choose from the well-equipped range of toys. Children greatly benefit from the close liaison between her and her co-childminder. Together they provide a homely and caring environment and demonstrate a commitment to supporting children in their learning. The childminder regularly praises and encourages children's achievements and efforts. This

further encourages their positive behaviour and helps to promote children's self-esteem and confidence.

Children are cared for in a safe and healthy environment. The childminder carries out regular safety checks to ensure children keep safe. There are various safety measures in place around the house and children develop an awareness of personal safety. There is a clear evacuation plan and children take part in regular fire drills so that they know what to do in an emergency. The childminder supervises children closely and sets clear boundaries to promote their understanding of keeping safe. Children are able to feel safe and secure because the childminder is responsive to their needs.

The childminder takes good steps to promote children's good health and well-being. She encourages children to adopt healthy lifestyles. She provides a range of healthy and nutritious meals and gives clear messages to children about why it is important to have a healthy diet and the need for physical exercise. Children especially enjoy playing in the garden where they can use a variety of equipment which helps increase their physical skills. For example, they chase each other up and down the garden, throw balls and negotiate space on different play equipment. Overall, the childminder offers an attractive play environment that provides good learning opportunities for children. Young children are developing many appropriate skills and abilities which will help set secure foundations for their future learning. They are well prepared for moving on to other settings.

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

The childminder's documentation is well-organised and easily accessible. She continues to make improvements to her practice in order to provide good quality care for children. For example, she attends relevant training courses for her continued professional development and to enhance her skills. She has worked hard with her co-childminder to put in place the requirements of the Early Years Foundation Stage. She organises her provision effectively, sharing tasks with her co-childminder and spending time with the children. The childminder has a good knowledge and understanding of safeguarding issues. She has appropriate procedures in place to ensure the children's health, safety and well-being. The childminder is vigilant with regards to children's safety both within the home and when they are out within the local community. Clear and effective risk assessments are undertaken regularly to enhance children's safety. The childminder has a good understanding of safeguarding procedures and she clearly understands her role in regards to meeting the safeguarding and welfare requirements.

The childminder understands the importance of continuously improving her practice for the benefit of the children. She is aware of the strengths of her practice and has developed systems to monitor and evaluate the quality of her practice. She shares knowledge, understanding and good practice with her co-childminder and as a result children benefit from much attention and support. The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. Children are able to play safely while still being independent and moving

freely. As a result, children are making good progress in their learning.

The childminder has positive relationships with parents and regularly shares information about children's routines and the activities they complete. She welcomes daily discussions to maintain a two-way flow of information. Parents complete references and the childminder is keen to take any comments into account, making changes if required to improve outcomes for children. Parents write knowingly and positively of the service, she offers them. The childminder sensitively prepares children for the transition of moving on to other settings. She has established valuable links with other settings that children attend, which enable her to provide continuous care and learning for 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	108991
Local authority	Swindon
Inspection number	922094
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	24
Name of provider	
Date of previous inspection	20/11/2012
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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