

<b>Inspection date</b>	10/07/2013
Previous inspection date	14/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 childminder provides a warm and welcoming environment in which children enjoy a good range of activities and remain absorbed for long periods in their play.
- The childminder and parents work in close and successful partnership in promoting children's learning and development. Consequently children are making good progress.
- The childminder provides a safe and secure home in which children move around and explore freely and confidently.
- Children behave well and are developing positive attitudes towards one another because of the childminder's consistent messages positive interaction.

#### **It is not yet outstanding because**

- The childminder has not informed Ofsted of an allegation of serious harm or abuse.
- Children have less opportunity to explore the lives and beliefs of one another to further develop their understanding of the world.

## 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 and the quality of the childminder's interaction.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the Early Years Foundation Stage requirements.

## Inspector

Bridget Copson

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and their two children, in the village of Bratton, near Westbury, Wiltshire. Children have use of a living room, dining room, kitchen and playroom downstairs, with sleep and toilet facilities provided upstairs. Children have access to an enclosed rear garden for outdoor play. The family has one dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has three children on roll in the early years age group.

### What the setting needs to do to improve further

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

- develop children's understanding of the world by exploring the lives and beliefs of one another.

## Inspection judgements

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

The childminder successfully monitors and promotes children's learning from the start. She records observations of their development in a journal with photographs and examples of their work to illustrate their achievements. She uses the observations effectively to provide parents with summary reports for their child and the required progress check for two-year-olds. Consequently, the childminder knows children well, and plans their next steps of learning accurately to help them fulfil their potential. The childminder observes children closely without intruding in their exploration. She steps in sensitively to stretch and challenge children with questions, and keeps children involved with further ideas and suggestions. As a result, children are making good progress in all areas.

Children are happy and settled, and are developing good self-confidence. Children smile and laugh in their play, they move around freely and find toys for themselves to extend their own ideas. Children behave very well and are developing a positive attitude towards others with whom they play well with. This is because of the childminder's positive interaction, close support and clear expectations. The childminder monitors and promotes children's communication and language skills closely. She successfully implements activity programmes to target all younger children's communication and language. As a result, all children are making good progress and talk in their play to share their ideas and feelings. These experiences all help to promote children's future learning skills well. Children get

actively involved in story telling to develop their enjoyment of stories. For example, children dress up in characters, use props to contribute to elements of the story and visit the library to choose books.

Children are developing a good understanding of their local community in which they enjoy lots of activities. For example, they visit the playgrounds, country parks and join in 'active bounce' play sessions to develop their physical skills. They also regularly meet and play with other children to promote their social skills and make friends. Children see a positive reflection of themselves as individuals within the childminder's home through displays of their work. However, they have less opportunity to explore the lives and beliefs of one another, such as through exploring photographs of those important to them, to further develop their understanding of the world. Children enjoy pretend play in which they become extremely absorbed for long periods. They play with dolls houses, create stories for the figures and move around the play areas to find other toys to extend their play. This promotes children's imaginations well. Children take care washing, feeding, dressing and caring for dolls. The childminder interacts to include other aspects of learning in their chosen activity. For example, she instigates discussions about bottle feeding and winding the dolls, and children tell her they need to put sun cream on the babies before they go outside. The childminder also includes mathematical language in their play, such as counting, comparing size and quantity. This all provides children with valuable learning experiences in their chosen areas of play.

The childminder actively involves parents in their child's care and development from the start. She provides parents with a wealth of information about the Early Years Foundation Stage framework, how she promotes this and how parents can get involved. The childminder keeps parents closely informed and successfully encourages parents to contribute to children's assessments and development. For example, parents state their children's 'vocabulary and understanding has greatly improved' and inform the childminder when their child is ready to start potty training in her home. This all helps to promote children's progress consistently and well.

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

The childminder supports children well in settling in and forming trusting relationships with her. She obtains valuable information from parents regarding children's likes, preferences, needs and interests. Parents provide details of any individual routines, which the childminder meets consistently. As a result, children are happy and settled. Children bring in favourite toys from home and find their own possessions and comforters independently. This supports children well in the move from their home to the childminder's care. Children benefit from a warm and welcoming environment in which they freely choose from a good range of toys. The childminder organises these with care to promote children's independent exploration. In addition, as a result of the safe and secure environment and the childminder's close supervision, children move around and play confidently and securely.

Children are developing healthy lifestyles successfully. They learn about keeping

themselves safe. For example, they practise the fire evacuation procedure in which the childminder shows them a picture of a fire to alert them. Children benefit from lots of active play to promote their fitness and physical development. Also, younger children use wheeled toys and join in music and movement to develop balance and co-ordination. The childminder works closely with parents to support children in succeeding in developmental milestones, such as potty training.

The childminder has clear expectations of children's behaviour, which she informs parents of in her policy. These include taking turns, sharing, respecting one another and treating animals with kindness. The childminder and parents agree behaviour management strategies and language she will use with children. This helps to ensure she manages any issues consistently and to help children understand clearly. The childminder listens well to children and provides lots of encouragement and praise to promote their self-esteem and positive attitudes. Consequently, children are learning to share and take turns with consideration and to tolerate delay well with support.

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

A recent incident involving an allegation of harm to a child by the childminder resulted in an investigation by an outside agency and an early Ofsted inspection. No evidence of risk was found and no further action was taken. However the childminder did not inform Ofsted of the allegation of serious harm or abuse. It is a requirement to do so. Ofsted does not intend to take further action. However, the childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She has clear policies and procedures to follow in the event of a concern about the welfare of a child, which she shares with parents; she has updated these in response to the incident. She is now fully aware of her responsibilities in informing Ofsted of serious incidents or allegations. In addition, the childminder has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder also carries out regular risk assessments to maintain good standards of health and safety to further help protect children.

The childminder demonstrates a good commitment to further improving the quality of her provision. She has submitted an Ofsted self-evaluation form which identifies areas for improvement, many of which she has already addressed. For example, the childminder has started a childcare qualification course and has used the outdoor environment in winter months to promote children's development. The childminder also attends lots of training courses to extend her knowledge and skills. This further supports her in meeting children's needs well.

The childminder establishes good partnerships with parents. She provides parents with a wealth of information from the start to help them get involved. The childminder keeps parents informed closely. Her flexible systems are used according to parents' preferences, such as using daily home diaries, displays, emails, text messages and daily

communication. Parents actively contribute their views in their child's assessment journal and in the daily diary. They also complete questionnaires in which they state they are happy with all aspects of the provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY451218
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	926052
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/03/2013
<b>Telephone number</b>	

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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.

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.

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