

Inspection date	10/07/2013
Previous inspection date	11/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder develops positive relationships with the children and they show that they are comfortable in her care.
- The childminder organises her home with children's needs in mind so that children play in a clean and safe environment.
- Children have opportunities to develop their social skills as they regularly visit the local toddler group.

It is not yet good because

- Opportunities to extend children's learning are not fully promoted because the range of some resources and experiences are limited. In particular, those that help children to learn about nature and explore and use different media and materials.
- The childminder does not always use what she knows of the children's learning and development to identify the next steps in their learning to ensure they make the best possible progress.
- Self-evaluation is not used effectively to identify the strengths and weaknesses in the provision and target areas for improvement.

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 talked with the childminder at appropriate times during the inspection.
- The inspector observed the childminder playing with children in her home.
- The inspector sampled documents including children's details, attendance records and the parent information pack.
- The inspector took account of the views of parents from written feedback.

Inspector

Karen Prager

Full Report

Information about the setting

The childminder registered in 1989. She lives in the Nythe area of Swindon, Wiltshire. She also shares her home with her adult son and a lodger. The home is easily accessible at street level. The downstairs area of the property is used for childminding though children generally play in the kitchen, breakfast room and playroom. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is currently caring for one child in the early years age range who attends on a part-time basis. There are also seven older children who also attend before and after school. The childminder walks to local schools and pre-schools to take and collect children. She regularly attends a local toddler group and makes use of community facilities including parks, library and shops.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the delivery of the educational programmes by providing more resources and experiences which encourage children to learn about nature and explore and use different media and materials
- develop the use of observation and assessment to plan more effectively for the next steps in children's learning and provide appropriate challenges across all areas of learning.

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

- devise and implement a thorough self-evaluation process to more accurately identify strengths and areas for development.

Inspection judgements

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

The childminder has a satisfactory knowledge of the seven areas of learning and how children learn and has appropriate expectations of the children. The childminder speaks to parents before the children start attending to collect appropriate information about what each child likes and can do so that she can support their future learning. She uses a mix of adult-led and child-initiated activities to ensure children have fun. She observes them as they play and uses appropriate guidance to assess children's abilities. However, information gathered from observations about children's learning and development is not consistently used to identify the next steps in their learning. Consequently, planning is not always fully effective and sometimes fails to challenge children sufficiently in the activities provided. For example, by extending the range of activities outside the home, or permitting children to explore with the craft resources.

The childminder continually talks to the children about what they are doing. She develops their communication and language skills by repeating words that they say, for example, she encourages them to name the animals in the book. The childminder also gives children time to respond to her questions. For example, she talks with the children about what they are 'cooking' and carefully listens to their responses. The childminder sits on the floor with the children and they talk together about how many trains they have and how many more they need to match with each piece of track. Children respond, searching for more trains in the box and together they point and count how many they have. Children with developing language make themselves understood, and explain that the trains can fall from the end of the bridge piece. The childminder builds on children's interest in trains and they look at books, and listen for the trains as they walk back from school. She provides a range of resources and indoor and outdoor learning experiences, such as visits to parks, toddler sessions and to the local library. Children are beginning to join in with the actions to rhymes and songs as these become more familiar. They have some opportunities to develop their early creative and writing skills and occasionally use crayons, pencils and play dough. However there are limited opportunities in the childminder's home and garden to freely explore and create with a wide range of media and natural materials. They are developing suitable physical skills. For example, they go for regular walks in the local environment, climb on the play equipment in the park and develop control when they use balls in the garden. The childminder provides suitable opportunities for the children to socialise with others in community groups. As a result, children are beginning to learn the necessary skills to prepare them for the next stage in their learning.

The childminder keeps parents well informed of their children's progress. They have daily discussions and the childminder periodically shares the children's developmental record books, which the childminder illustrates with photographs. The childminder understands the requirement to review children's progress between two and three years. She is liaising with parents to share information with the other early years settings which the children attend.

Children demonstrate that they feel emotionally secure with the childminder as a result of the care and support she gives to them. She shows an interest in what they are doing and is supportive of them. As a result, children respond positively to the childminder and are comfortable in her care. Information from parents about their child's welfare and care routines is shared when they first start, which helps to ensure their individual needs are met and they settle well.

Children's behaviour is managed appropriately and positive strategies to support this are used. Consequently, children are beginning to know what is expected of them and understand the need to share the toys and to be kind to each other. They learn good manners by the childminder consistently modelling the use of 'please' and 'thank you'. The childminder praises them for their efforts. This helps children develop confidence and self-esteem and, as a result, they behave well.

Children are developing appropriate self-care skills through daily routines, such as wiping their hands before meals and snacks, which helps them to learn about good health practices. The childminder works with parents to encourage children to become independent when using the toilet.

Children sit and eat their packed lunch with the childminder. Fresh drinking water is easily accessible throughout the day and the childminder reminds children to drink extra when the weather is hot. Children have daily opportunities to develop their physical skills and enjoy fresh air. They regularly visit local parks and play areas and play outdoors in the childminder's garden. Children are beginning to learn about how to keep themselves safe. For example, the childminder carefully explains to them the importance of stopping at a kerb and looking for traffic and she offers gentle reminders not to run indoors in case they trip over. The childminder knows the children's individual routines which she follows so that they have an appropriate balance of rest and play. Children attend sessions at a local toddler group to help develop their social skills and mix with others. This helps children to develop confidence and help support their move to other settings.

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

The childminder understands her responsibilities in meeting the safeguarding and welfare requirements and implements these appropriately to promote children's safety and well-being. She demonstrates an appropriate knowledge of safeguarding issues and her responsibilities to protect the children in her care. She knows who to contact with any concerns. Children are safe and secure within the setting as the childminder identifies and takes action to reduce the risk of potential hazards. All areas used by the children are checked and risk assessed before they arrive and children are closely supervised at all times. The childminder also holds a current first aid qualification to help her to provide

appropriate care if a child has an accident. All adults living on the premises are suitably vetted and children are only released into the care of authorised individuals.

The childminder has taken positive steps to improve her practice since her last inspection and demonstrates an appropriate commitment to continued improvement. She has welcomed support from the local development worker and has improved her record keeping which helps to keep children safe. She understands the importance of monitoring the educational programmes to ensure that she provides a broad range of experiences to help children progress towards the early learning goals. She has begun to evaluate her practice. She reflects on the quality of her practice and is aware of some areas to improve. However, self-evaluation is not sufficiently rigorous to target the areas for improvement effectively.

Parents are appropriately informed about the provision through a daily two-way flow of information and the childminder welcomes feedback about her service. A number of policies and procedures are made available to parents in a pack of information before the children start attending and this informs parents about the care their children will receive.

The childminder is aware of the benefit of exchanging information with other settings that children attend, as this promotes continuity in children's learning and development. Information about the children's time in other settings is currently shared through the parents.

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	108835
Local authority	Swindon
Inspection number	802091
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	11/02/2010
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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