

Inspection date	08/08/2013
Previous inspection date	30/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
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

- Children are well motivated and achieve well in this caring and welcoming environment. They make excellent progress in their learning and development.
- The childminder's superb relationships and vision ensure continuous improvement, thereby providing a service, which is responsive to children's needs.
- Informative assessments are sharply focused based on the childminder's comprehensive knowledge of the child to map their progress.
- The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements and has effective systems to monitor their implementation.

It is not yet outstanding because

- Although children have excellent opportunities to explore the vast outside space, the childminder has not considered ways to make resources more easily available outdoors.

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 main play room and in the garden.
- The inspector looked at children's learning journeys, planning documentation and sampled a selection of policies and children's records.
- The inspector took account of the views of several parents' written references.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full Report

Information about the setting

The childminder has been registered since 1998. She lives with her husband, their three adult children and one child of secondary school age, in Broughton Gifford, Melksham, Wiltshire. The ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The family has three dogs, two horses in an adjacent field, three chickens and four cats. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for seven children in the early years age range, who attend part-time. The childminder is a member of the Wiltshire Childminding Network. She is an accredited childminder receiving funding to provide free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- extend learning opportunities during outdoor play by providing a range of more easily accessible resources that encourage all areas of learning, which can be used in a variety of ways.

Inspection judgements

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

Children flourish in this stimulating and calm environment because the childminder knows them exceptionally well and is aware of their individual needs, interests and preferences. Children have built excellent, trusting relationships with the childminder, who is dedicated to ensure their time is a positive experience. Children eagerly participate in an extensive range of stimulating activities, which cover all areas of learning. Children confidently access a fun learning environment where they are very well supported to develop their own ideas and be creative.

Children have outstanding opportunities to learn and achieve and are making exceptionally good progress. Rigorous observation and assessments and children's personal choices are used to develop planning and identify children's next steps in learning. Attractive development records of children's achievements are kept in books that provide a highly useful record of their progress. This ensures that children achieve, enjoy and move forward at a pace suitable to their individual needs. The childminder's overall professional approach towards diversity and inclusion ensure that children develop a positive awareness of themselves and many others. It is evident that children feel valued in this provision.

Children have excellent opportunities to understand the world. For example, they enjoy many topics, such as water. Children enjoy excellent first-hand experiences that encourage exploration and investigation. They show great delight in their play when listening and making different sounds and scales made by tapping spoons on glasses with varying water levels. Children benefit from the purposeful interaction with the childminder. She is fully engaged with children at all times as she challenges their learning through play. She positively models talk in the children's play. Children develop very confident communication skills in an environment rich in language, singing and books.

The childminder effectively extends children's learning using an excellent range of equipment to make learning fun and exciting. For example, young children use a wide variety of toys and equipment to help them progress in their numeracy and problem solving. They delight in using weighing scales to count how many weights they need to make the play food balance on the scales. They skilfully count their fruit at snack time and compare the sizes of apples and bubbles outside. The result is that the childminder successfully links learning with practical play, enabling children to make extremely good progress while they are having fun. Children are developing many valuable learning and development skills that will help to set secure foundations for their future learning and prepare them for the next stage in their learning.

Partnerships with parents are strong. Excellent communication between parents and the childminder helps to promote children's care and learning. Parents are provided with regular opportunities to meet with the childminder and discuss their children's achievements. The childminder provides parents with good quality information so that parents can be involved in children's continuous learning and development. The childminder also provides ongoing feedback about children through photographs, detailed diaries, summary reports and access to the children's progress records.

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

The childminder effectively promotes children's welfare. Children are happy to make choices, be imaginative and take part in conversations. They grow with a good understanding of their own safety and that of others. They enjoy finding out what they can do as the childminder has made the home safe. Children's behaviour is effectively managed in a sensitive and manner appropriate to their individual needs and stage of development. Children play harmoniously together, waiting for their turn and sharing toys together. They enjoy each other's company and seek approval of their friends. The childminder is gentle in her approach and acts as a good role model. Children show great respect for the childminder and in return are well behaved.

The childminder promotes consistent outcomes for children. She encourages a good attitude to learning through her high expectations. Despite the children's young age, they gain much self-confidence as they move freely in the home choosing from a good range of resources and activities. Secure relationships with the childminder promote children's self-esteem and their ability to learn. Consequently, children have their emotional needs well

met in a calm and child friendly environment.

The childminder supports children to develop a good understanding of healthy choices as they enjoy a wide range of nutritious foods and snacks. Children enjoy many challenges as young learners. Regular local walks and visits to groups encourage children to be physically active and learn about their own safety. They play outside in the garden and generally enjoy using resources, such as ride on toys and scooters. Children are enthusiastic to learn and practise how to hop scotch or blow bubbles.

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 to promote her continued professional development and to enhance her skills. The childminder occasionally works with her husband as an assistant. She organises her provision effectively to ensure her assistant has secure knowledge and understanding of safeguarding issues, the learning and development requirements and appropriate behaviour management procedures. Her assistant has recently updated his first aid training to ensure the children's health, safety and well-being. The childminder has a good understanding of safeguarding procedures and she clearly understands her role in regards to meeting the safeguarding and welfare requirements. There is a strong focus on children's safety, security and happiness. The childminder has a good understanding of safe and effective working practices. She considers the welfare of children to be paramount. The childminder demonstrates a secure understanding of when she would need to report any significant events to Ofsted and keeps appropriate records. Clear and effective risk assessments are undertaken regularly to enhance children's safety.

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. She has developed effective systems to monitor and self-evaluate the quality of her practice, including parent and children's questionnaires. Children are able to play safely while still being independent and moving freely. Children have excellent opportunities to be outside. However, due to the large size of the outdoor space, resources and equipment are not always close at hand for children to use to support all areas of learning. This means there are slightly fewer opportunities for children who prefer to play and learn outside. Nonetheless, children acquire excellent skills and abilities because the childminder is effective in making sure that children are prepared well for their future learning needs. The childminder has a very good understanding of her responsibilities in meeting the learning and development requirements. As a result, children are making very good progress in their learning.

The childminder has positive relationships with parents, other providers and professionals. She regularly shares information about children's routines and the activities they complete. She welcomes daily discussions to maintain effective communication. Through parents'

letters of compliment, it is evident that they have high levels of appreciation and respect for the childminder. They praise the childminder for providing a "safe, warm and homely atmosphere for children, one who can provide opportunities for children to learn and develop their abilities with sound grounding in respect and consideration for others. They would highly recommend her." The childminder sensitively prepares children for the move to other early years settings. She has established valuable links and transition reports 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	222806
Local authority	Wiltshire
Inspection number	918868
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	30/03/2011
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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