

Inspection date

Previous inspection date

21/08/2013

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

- Children are cared for in a welcoming environment with a wide range of resources to support their learning well.
- Children's individual interests are taken into account when activities are planned to ensure they are motivated and enjoy learning.
- Children are confident in the safe environment because the childminder ensures their individual needs are met.

It is not yet outstanding because

- The outdoor area has fewer resources and activities for children to explore that will encourage their interest and curiosity.

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 spoke to parents and took account of their views.
- The inspector viewed a sample of the childminder's documentation, including planning systems, children's records and a selection of policies and procedures.
- The inspector made a number of observations of the childminder interacting with children at play.
- The inspector held discussions with the childminder about aspects of her practice.

Inspector

Edgar Hastings

Full Report

Information about the setting

The childminder registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her partner and his school aged child. The family share a two-bedroom house in Chalford, near Stroud, Gloucestershire. Childminding takes place on the ground floor. There is an upstairs bathroom and one bedroom is used for children to rest. A fully enclosed garden is available for outside play. The home is within walking distance of three local primary schools. There are currently two children on roll and both are in the early years age group. The childminder operates for most of the year, closing for just three weeks in total.

What the setting needs to do to improve further

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

- develop the outdoor area to provide a more stimulating environment for children to freely explore, offering a range of activities that will encourage children's interest and curiosity.

Inspection judgements

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

Children are cared for in a welcoming home where resources are organised well to meet their needs. The childminder has a good understanding of how to support children's learning and development, and plans activities that match closely to their stages of development and linked to their particular interests. These include visits to animal centres and the zoo and these experiences help to support the good progress children make in their learning and development. Observation and assessment systems are in place to monitor children's progress effectively across the seven areas of learning, and to identify what they need to learn next. This information is shared regularly with parents so that they know how well their children are progressing and settling in. Parents provide information about their children when they first start so that the childminder is able to identify starting points and to take account of their interests and any particular needs. The childminder knows her minded children well, what they are able to do, and what they are interested in. This enables her to plan activities and provide resources that extend their skills and understanding. The introduction of new vocabulary supports their language and communication skills effectively, and their personal and social skills are developed through attention to being polite and remembering to use correct manners.

Children are happy and settled in the childminder's care, and relate well to her as she

joins in with their play. The children choose most of the activities and they show good concentration skills as they engage with new and unfamiliar resources. The childminder encourages their interest in the natural environment, and children help to plant beans and watch them grow through the summer time. They are developing an understanding of what plants and flowers need to help their growth through helping with regular watering. The outdoor area provides well for children's physical development, supported by regular visits to the local park. However, there is less provision of outdoor activities for children to explore things that will arouse their interest and curiosity.

Children enjoy creative activities that enable them to develop and practice new skills such as cutting and sticking. They use brushes and paints to help to develop those small muscle movements that help to improve their handling skills. The childminder uses these occasions to talk to the children and help them to begin to identify the names of the different colours of materials they are using. Talk is used effectively by the childminder to develop children's language and to extend their vocabulary through the introduction of new words whilst at play. She converses with them and uses skilful questions to encourage their language development and to assess their understanding.

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

Children play in a safe, welcoming and friendly environment, are happy and settled. They enjoy a varied range of activities to support their development across the areas of learning. Resources are clearly marked so that they are able access activities of their own choice, and consequently are interested and motivated well to learn. Warm and caring relationships help children to feel confident and safe in their environment, and positive support and encouragement through praise helps to build their self esteem.

Children are well behaved and respond well to the childminder's guidance. They are familiar with routines. For example, they willingly help with setting up resources and equipment and conscientiously ensure they are carefully put back in their proper place after use. Children's independence is encouraged through providing opportunities for them to do things for themselves. For example, they understand they need to take their coats off themselves, and to hang them on their allotted peg. They are encouraged to attend to their own personal hygiene, and they understand the importance of hand washing before eating their food.

Children's health is promoted well as the childminder encourages parents to provide healthy and nutritious food for their lunches. Drinks are readily accessible to children throughout the day, and healthy snacks of a selection of fruit and vegetables are provided by the childminder. The wheeled toys in the outdoor area, as well as trips to the local playground in the park provide good opportunities for children to develop their physical skills and enjoy exercise. The strong focus on good behaviour and co-operation, as well as the development of good manners, helps to prepare the children for their move into nursery or school.

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

The childminder shows a good understanding of the statutory requirements of the Early Years Foundation Stage. Through their implementation, she has created a safe and welcoming environment where children are well motivated in learning. She has completed child protection and first aid training to give her the skills to help keep children safe. Regular risk assessments are carried out on all outings, as well as the indoor and outdoor areas to ensure they are safe places for children to play. Fire evacuation drills are held regularly and recorded to demonstrate their effectiveness.

The childminder has completed an evaluation on the quality of her practice and has identified some areas for improvement. These include additional training needed to ensure that she is able to provide guidance for children to help them understand and appreciate cultural diversity within their environment. A range of multi-cultural toys and resources are provided that help to promote equality and diversity. She is keen to develop her expertise through further training, and to carry out regular reviews of her practice. This demonstrates a positive attitude to improvement.

Partnerships with parents are strong because they are kept well informed about their children's progress and well-being through the daily diary system, and the sharing of children learning records. A summary of children's progress at the age of two years has been completed as required and shared with parents. Parents are pleased with the quality of the provision and say how much their children enjoy attending because of the interesting and exciting range of activities provided for them. They say the childminder is very flexible and this is greatly valued by parents, as well as the good level of care and safety provided for the children.

The childminder benefits from links with the local authority advisors who provide her with positive guidance and support, so that a process of continuous improvement can be developed. She has taken on the advice she has been offered in order to improve outcomes for 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	EY457440
Local authority	Gloucestershire
Inspection number	906069
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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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