

<b>Inspection date</b>	03/09/2013
Previous inspection date	18/05/2009

<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 supports all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- Children settle easily and enjoy a loving and caring relationship with the childminder, who works very closely with parents to ensure children's individual needs are well met. This ensures that they are settled and happy in the provision.
- The childminder demonstrates a good understanding of her responsibilities with regard to the safeguarding and welfare requirements.
- The childminder is motivated and enthusiastic about her work and evaluates her provision well so that children continue to receive a good standard of learning and care.

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

- The childminder provides fewer opportunities for children to use mathematics in the garden, to build on their understanding of size, shape and measure.

## 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 with the childminder and children at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's training and sampled a selection of policies, documentation and children's records.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for children.

## Inspector

Melissa Cox

## Full Report

### Information about the setting

The childminder registered in 2002. She lives with her husband and teenage son in a house in Chippenham. Children have access to a lounge and conservatory as their main play space. Toilet and sleep facilities are available on the first-floor of the home. There is a garden available for outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age range who attend on a part-time basis. The childminder has pet cats and rabbits.

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

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

- extend the programme for mathematics by planning further opportunities for children to describe and compare shapes, measures and distance.

### Inspection judgements

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

The childminder has a secure understanding of how children learn. She knows the children well and picks up on their interests to tailor activities to meet these. She provides an interesting programme of activities, outings and experiences that appeal to children's interests and needs. This is sufficiently varied to ensure that children make good progress in all areas of learning and equips them well when they move on to learn in other settings. The childminder regularly observes children as they play and records what they can do and what they need to learn next. She uses this information to track how well children are doing and is quick to identify if there are any gaps or delays in their learning. Children are progressing well in their development, in relation to their starting points, especially those children who require additional help and support. Children develop confidence in using technological resources. The childminder also provides tablet computers on which children can play simple games, developing their experience of information and communication technology. Children have opportunities to use counting and to learn about quantity and shape. However, there are missed opportunities to extend children's developing understanding of maths in the garden area, for example, by measuring the sunflowers that they have grown.

Children explore sand and water in the garden and enhance their hand to eye coordination by pouring, and filling containers. Children's communication and language skills are promoted well. The childminder introduces new words and vocabulary and engages the

children in conversation to support their language acquisition. This means children are encouraged to speak and listen in a range of situations and they respond to what they hear with relevant comments, answers and actions. The childminder makes good use of her 'Every Child a Talker' training to help support school readiness in terms of early communication for all children. This includes displaying text at child level in the playroom on the toy boxes which helps children to learn that text carries meaning. The childminder interacts and joins in with children's play and learning. For example, children take part in an activity to plant bulbs in wellington boots. She supports them by giving clear directions but equally knows when to stand back allowing children to think critically and develop independent skills in problem solving. As a result, children are confident and inquisitive learners, developing high levels of independence to enhance necessary skills for school readiness when the time comes.

Partnerships with parents are good. The childminder gathers valuable information from parents about what children can do when they begin in her care to identify starting points in their learning. She completes observations to assess what children can do, supported with photographs to illustrate activities they have enjoyed. Parents are encouraged to add comments into daily diaries and to view their children's learning and development records. The childminder has implemented the progress check for children aged two and completes regular progress summaries and provides information about the Early Years Foundation Stage for parents. She uses all these records to plan ideas to help move children forward in their learning and development.

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

The childminder develops a strong bond and secure attachment with all the children in her care. The childminder builds positive relationships with children and their parents and carers from the point that they enter the setting through to when they move on to nursery or school. Children settle easily and enjoy a loving and caring relationship with the childminder and her family. The childminder has a very strong knowledge of all the children and families for whom she provides a childminding service, which means that she can better address the needs of children.

The childminder interacts positively with the children at all times and encourages their personal, social and emotional skills and language development effectively. Children feel at home and develop a sense of belonging. They show they feel very secure in the childminder's care, as they sit happily beside her while playing and include her in their play. The children move around freely both within the indoor rooms and outside. The resources on the premises are well-chosen and reflect the need to develop children's early learning in all areas. Resources are accessible to children as appropriate to their age and stage, including books, and resources are stored so that those for the youngest are at floor level. This helps children to make their own choices about what to play with and extends their independence.

Children learn to behave well because they know what is expected of them. For example, the childminder teaches them to tidy away the toys when they have finished playing with

them. This means they learn to take care of their environment and look after other people's possessions. On occasions when young children get easily upset or have difficulty managing their feelings, the childminder responds sensitively and is quick to offer reassurance. This means children are distracted and the situation is quickly and positively diffused. The childminder consistently uses praise and encouragement to promote children's self-esteem and confidence.

Children are encouraged to develop healthy lifestyles with a strong focus on outdoor activities. Children acquire good habits through consistent routines and as a result, the risk of cross-infection is minimised. The childminder takes children on various outings to places of interest in the local area, such as the arboretum where they learn about their own community, the natural world and socialise with other children. This helps to prepare children for their move on to pre-school or school in the future.

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

Children's safety and well-being is given high priority. The childminder has a good understanding of her responsibility to protect children from possible harm. She has attended safeguarding training to secure her knowledge of the procedures to follow should she have any concerns. Risk assessments ensure children remain safe indoors and when on outings. For example, she ensures children sit in appropriate car seats and all documentation including insurances and permission's for outings are in place. Ratios are maintained to allow children to get good levels of attention to meet their needs.

Children's learning and development is monitored through well organised and detailed observations and assessments. The childminder is very knowledgeable of how to support children's learning and how to help them develop to the best of their ability. She uses her past and present childcare experience, combined with her recent training in a range of areas to effectively meet the needs of the children she cares for. She maintains all required records and documents necessary to maintain children's care and well-being.

The childminder has good systems in place to self-evaluate and assess her practice and monitor her provision. She has identified clear areas for improvement and keeps up-to-date with current requirements by attending training sessions and continually seeks out new ideas so that activities are fresh and appealing to children's interests. Parents' and children's views and thoughts on the service she provides for them are sought. She is committed to continuously improving her service by working with the local authority early years advisor and the childminding network coordinator. The childminder has addressed all the recommendations from her last inspection.

The childminder has well-established links with other settings and professionals involved in the care of the children. She has effectively implemented a number of strategies to support children in line with the recommendations made by specialist agencies to prepare them for their move to school. This enables children's needs to be met and supports continuity in children's learning and care. Partnerships with parents are positive and they

highly praise the care and support the childminder gives to their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY251141
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	932201
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18/05/2009
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

