

<b>Inspection date</b>	05/09/2013
Previous inspection date	08/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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**

- Through discussion the childminder demonstrates a suitable understanding of how to support children to make satisfactory progress in their learning and development through appropriate planned play activities.
- Arrangements for managing children's behaviour are in place and the childminder has an appropriate knowledge and awareness of the importance of treating each child with equal respect and concern.
- The childminder demonstrates a suitable understanding of the importance of developing partnerships to meet children's individual needs.

#### **It is not yet good because**

- The record of children's attendance is not kept up to date.
- The childminder does not fully involve parents in supporting their children's learning and development.
- The childminder's self-evaluation system is not rigorous to identify the areas of weakness in the provision.

## 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 discussed with the childminder how she delivers the educational programmes for children.
- The inspector discussed safeguarding arrangements and how children's behaviour is managed.
- The inspector checked a sample of documentation including, information for assessment, attendance record, children's learning journals, registration information and policies.
- The inspector viewed the areas of the home where the children play.

## Inspector

Karen Prager

## Full Report

### Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives in Highworth, Wiltshire with her husband and two sons. The whole of the property is used for childminding and there is an enclosed garden for outdoor play. Access to the property is at street level with toilet facilities on both levels of the house. The family lives close to local amenities, the primary school and parks. The family has a dog.

The childminder offers childcare all year round. She is currently providing full- and part-time care for three children in the early years age group. She is also caring for a number of children who attend before and after school and in the school holidays. The childminder holds a National Vocational Qualification at level 3 in childcare. There were no children present during the inspection.

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

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

- maintain an accurate and up-to-date daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- develop systems to involve parents in contributing to their children's learning journals and supporting their development children at home
- 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 suitable knowledge of the learning and development requirements. She has considered how to plan for individual children. She understands why she should complete observations and work in partnership with others to support children to make progress in their learning and development. The childminder keeps a record of photographs, examples of children's pictures and additional notes which show what

children do and what she has identified to support them in their learning next. The childminder uses appropriate guidance documents to assess children's progress and plan for their next steps for learning. She is aware of the need to provide parents with a progress check for children aged two years. The childminder is able to identify what the children in her care are able to do to show where they are making progress in key areas of learning. The childminder shares what she has observed about the children's development and interests with parents on a regular basis. She also engages well with parents whose children require additional support. However, the childminder does not encourage parents to routinely share and support their children's development across all area of learning at home. For example by expanding on children's interests and providing activities to challenge and develop their ideas further.

The childminder reports children enjoy daily outdoor play when they visit group sessions and go to local parks and woods. These give children opportunities to develop social skills as they meet others. They cooperate together, and consider the task of building a den. The large equipment in the park offers children opportunities to develop their physical skills as they climb and balance. In the childminder's home children sing songs and develop role-play scenarios. They dress up and pretend they are having a tea party. Through these activities children develop skills in speaking and listening to each other and develop their imagination. The childminder provides a range of craft activities and encourages children to freely explore a range of media, such as sand and water. Children share books to support their literacy skills and learn that sometimes people speak in different languages, which helps them learn about diversity in the world around them.

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

The childminder explains that children have formed secure attachments with her and that she promotes their emotional well-being. For example, she states children are always welcomed into the home and they readily choose the activities independently.

The provider has an appropriate range of resources to encourage children's learning. She describes how she sets out the room so that children can easily choose from a range of activities and resources. Through discussion she demonstrates she has a sound understanding of how to develop children's positive behaviour and their self-confidence. This helps children to feel secure. She talks of how she manages children's behaviour depending on their individual needs and does this in consultation with parents so that children learn consistently about behaviour expectations.

The childminder maintains a very clean and tidy home. In discussion, the childminder states that children are encouraged to develop a healthy lifestyle. They are learning the importance of good hygiene through routine procedures such as washing their hands before they eat. The childminder provides children with a healthy diet. Individual food preferences are discussed and agreed with parents prior to admission. Daily provision is made for the children to spend time outdoors in the fresh air and sunlight, which further promotes children's health.

The childminder takes positive steps to help children learn about keeping themselves safe. She states that she develops children's awareness of safety when out in the local environment. She encourages them to walk together on the way to and from school and to 'stop, look and listen' when crossing roads. Children know they have to keep within sight when they are playing in the woods so they remain safe.

The childminder is mindful of children's transition into pre-school or school. She provides regular opportunities for children to socialise with their friends at group activities, which develop their confidence and independence. The childminder demonstrates an understanding of how to promote children's self-help skills. She states, for example, that she encourages children to toilet themselves independently and put their own coats and shoes on. Consequently, children are developing skills for their future learning.

Partnerships with parents are sound and effective systems are in place to ensure continuity of care. For example, a verbal exchange of relevant information around children's care needs ensures parents are sufficiently informed about the care routines.

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

The childminder has a satisfactory understanding of her role and responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Most welfare requirements are satisfactorily met. Records are kept accessible for use.

The inspection was carried out due to concerns raised to Ofsted regarding the childminder's safeguarding arrangements. Ofsted carried out an investigation and found the childminder was in breach of a welfare requirement. Ofsted set a Notice to Improve for the childminder to maintain an accurate and up-to-date daily record of the names of children being cared for on the premises and their hours of attendance. This inspection has found that the childminder has recently improved how she records the hours of children's attendance. However, the childminder does not always make sure it is kept up to date. This is a breach of requirements of the Early Years Foundation Stage and the Childcare Register. It demonstrates that the childminder's self-evaluation is not fully effective and systems to evaluate the quality of the provision are not fully developed. The childminder has completed an Ofsted self-evaluation form to evaluate the quality of her provision. However, she does not regularly review it to reflect any changes to her provision and to drive improvement in the quality and outcomes for children.

The childminder demonstrates a positive attitude to developing her knowledge further and regularly attends training related to childcare practices. Since the last inspection the childminder has developed her systems for reviewing children's learning and development, and she has planning for what children are learning in place. The childminder demonstrates a commitment to improve and has completed training in safeguarding children and first aid.

The childminder has daily contact with parents to support their working relationship. She explains that she exchanges information verbally. She also shares a weekly diary and the children's learning journey folders with parents. These provide opportunities for parents to learn about what their children have been doing with the childminder, and about their learning and development. The childminder demonstrates a sound understanding of the benefits of sharing relevant information with other practitioners and agencies to ensure continuity and coherence in the children's care, learning and development. For example, she works with the local pre-school to support children's development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

## 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>	EY368118
<b>Local authority</b>	Swindon
<b>Inspection number</b>	932703
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/09/2008
<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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