

Inspection date	26/09/2013
Previous inspection date	20/03/2013

The quality and standards of the early years provision	This inspection:	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

- Children establish good relationships with the childminder, which supports their emotional and physical well-being.
- Children enjoy a range of activities and experiences that support them to make good progress.
- Children are happy and display good levels of self-esteem.
- Children are well cared for in a welcoming family home by a childminder who knows them well.

It is not yet outstanding because

- The childminder does not always request sufficient detail about children's achievements at home, to enable her to plan for their progress with parents' input.
- Storage of many resources in the cupboard does not fully enable children to become independent and active learners in all possible ways.

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 and interactions in the lounge.
- The inspector had discussions with the childminder at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's records.

Inspector

Michelle Tuck

Full Report

Information about the setting

The childminder registered in 2000. She lives with her two children in Warminster, Wiltshire. Childminding mainly takes place on the ground floor, with access to upstairs for bathroom and sleep facilities. The enclosed back garden is available for physical play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll; six are in the early years age range.

What the setting needs to do to improve further

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

- extend the opportunities for parents to share what they know about their child's starting points and achievements at home
- reorganise toys and resources to further support children in becoming independent and active learners.

Inspection judgements

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

Children enjoy a good range of activities and experiences, which meet their individual needs and interests effectively. The childminder interacts warmly with the children and she is affectionate and caring. This helps them to develop their confidence and feel secure. The childminder is sensitive to young children's needs, for example, the childminder sits children on her lap to share a book, she gently strokes their head, and they babble and smile in response to the childminder's actions.

The childminder holds a rattle slightly out of reach, which encourages children to stretch and reach, effectively promoting their physical development. The childminder uses her voice effectively to engage children well in their play. She appreciates the importance of children developing good communication skills and extends their vocabulary effectively through repeating sounds and words back to the children. Children move their hands and feet in excitement as the childminder turns the 'rainmaker' over. They smile and squeal in response to the noise it makes. This effectively encourages their natural curiosity.

Children's needs are well supported through a range of activities and experiences that cover all areas of learning. The childminder knows the children well and uses this knowledge successfully to support them in moving onto the next stage in their learning and development. For example, babies are encouraged to lean forward to pick up small toys, which they explore with their mouths. This supports them in their physical development as they become more mobile.

Older children use their imaginations well as they dress up and role-play fairies and princesses. They enjoy taking on a familiar role, such as going out to work or playing doctors and nurses. Children learn about the wider world because they take part in activities that teach them about other cultures such as celebrating Chinese new year.

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

The childminder develops close relationships with the children. They are happy and secure in her care, which effectively supports their physical and emotional well-being. Babies respond to the childminder's facial expressions, they enjoy cuddles and close contact during quiet times, such as, when they are feeling tired. The childminder supervises children closely, instinctively recognising when they need a snack or a drink.

Children have many opportunities to develop their physical skills. They benefit from fresh air and exercise during visits to the park. They play in the garden, and visit local groups with the childminder where they play with other children and develop their social skills.

Children behave well. The childminder acts as a good role model, as she speaks quietly to the children and is calm and gentle in her approach. Children are given clear and consistent messages about learning to share, take turns and be kind to one another. This helps the children to form positive relationships with those around them.

Children develop a good understanding of a healthy lifestyle. Parents provide their children with healthy meals at lunchtime, and the childminder talks to the children about the importance of healthy eating. She encourages them to make healthy choices such as fruit rather than biscuits or water rather than juice. Children are learning to think about their own safety because the childminder talks to them about keeping themselves safe when they go out. The childminder teaches children how to cross the road safely and how to evacuate the premises quickly. This helps them learn what to do in the event of a fire. Children have access to a good range of resources, however many of these are currently stored in a cupboard. This does not encourage children to be independent in making choices about their own play and learning.

Children are well supported by the childminder who consistently interacts with the children giving them praise and encouragement. This praise effectively promotes their confidence and self-esteem.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder ensures that children's safety is given the highest priority. She has a good understanding of child protection issues and is confident in recognising any signs or symptoms that would cause her concerns. The childminder is clear on the procedures to follow if she did have a concern about a child in her care. She carries out a thorough risk assessment and takes appropriate action to minimise any risks to the children.

The childminder has a good understanding of the learning and development requirements. She has a clear understanding of how to promote children's good progress in their learning and development through providing activities that interest and engage them effectively.

The childminder promotes positive partnerships with parents. She talks to parents daily to share information in order to meet children's needs successfully. However, she does not routinely seek information about the children's achievements at home to include in her planning. This slightly reduces the input parents have into planning their children's next steps in learning. Parents receive verbal feedback from the childminder about their child's day, as well as a daily diary, which the childminder uses to promote a two-way conversation. The childminder has built good partnerships with other providers where children attend another early years setting as well. This promotes continuity in children's care and learning between settings.

The childminder has successfully addressed the recommendation set at the last inspection; children's mathematical skills are better supported through counting in everyday activities. The childminder evaluates her provision appropriately, identifying her strengths and areas for development, such as areas introducing new resources and new ideas to improve learning through play. She demonstrates a good capacity to make ongoing improvements to her practice.

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

Unique reference number	100344
Local authority	Wiltshire
Inspection number	933091
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	20/03/2013
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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