

Inspection date	25/09/2013
Previous inspection date	07/11/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder does not keep a daily record of children's attendance as required.
- Children's safety is compromised as the childminder takes insufficient safety precautions when children use the trampoline.
- The childminder has not fully developed partnerships with parents, which means continuity in children's learning is not fully promoted.
- The strengths and weaknesses of the provision are not rigorously identified to make ongoing improvements to the provision.

It has the following strengths

- The childminder has developed positive relationships with the children. She provides a welcoming and friendly environment, where children feel secure.
- Children have opportunities to develop their social skills as they regularly meet with their friends and visit local parks and play areas.

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 the childminder and children in the childminder's home.
- The inspector talked with the childminder about her childminding practice.
- The inspector read samples of the childminder's documents including risk assessment, attendance record and children's developmental records.
- The inspector also took account of the views of parents from letters provided by the childminder.

Inspector

Karen Prager

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and young daughter in the Haydon Wick area of Swindon, Wiltshire. The whole of the property is available for childminding purposes, though children generally play downstairs. Toilet facilities are available upstairs. There is an enclosed garden for outside play. There are shops and local amenities within walking distance. The childminder takes and collects children from the local primary school. The family have a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children in the early years range. She also offers care to older children. Care is offered for children all year round.

What the setting needs to do to improve further

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

- ensure children's safety is promoted at all times by assessing and minimising all risks to children, with particular regard to the trampoline, and following the manufacturer's guidance.
- 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 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 considers what to plan for individual children so that she is able to support their future learning. 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 and examples of children's pictures. She keeps additional notes that show what children do and what she has identified to support them in their next steps of learning. These are shared with parents, along with a daily diary, so they remain informed of their children's development. The childminder is aware of the benefit of parents engaging in their children's learning. She has taken some steps to encourage parents to share what they have noticed about children's development; however, these strategies are not fully established as few parents are contributing their thoughts.

The childminder uses appropriate guidance documents to assess children's progress and plan for their next steps for learning. She 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 is aware of the need to provide parents with a summary of development for children aged two years and has plans to complete this within the coming months.

Children enjoy daily outdoor play in the garden, visit toddler groups and go to local parks. These outings give children opportunities to develop social skills as they meet others. The large equipment in the park offers children opportunities to develop their physical skills as they climb and balance. The childminder gently supports them in these activities to help them gain confidence and control. Children sing songs in the car and in the home and develop favourites, asking to sing again. They develop their own role play scenarios, dressing up as pirates or fairies. Through these activities, the childminder promotes children skills in speaking and listening to each other, and helps them use their imaginations. The childminder provides a range of craft activities and encourages children to be independently creative. Children develop early skills in reading when they identify familiar objects from posters displayed around the room and sit and look at books with the childminder. They show an interest in electronic toys, and sit on the settee with their computer. The childminder supports their exploration of shape and helps them look closely and discover how to connect the mouse. This helps children learn about simple technology. Through the range of activities, children are making satisfactory progress in their learning.

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

The childminder has taken some steps to make her home safe, although she has not considered children's safety when they use the trampoline. She takes some steps to help children learn about keeping themselves safe. For example, she talks to children about how to behave when they are near roads. She also explains to children that they tidy away the toys to keep the floor clear so they do not trip.

The childminder's home is clean and well maintained. Children make independent choices about their learning and select toys from storage around the room, asking for help to get

into the boxes when they need to. The childminder tidies away the toys when children have finished playing to keep the floor free of trip hazards.

Children settle well. They relate well to the childminder, and she effectively promotes their emotional well-being. For example, she manages their growing independence sensitively and they make good progress with their toilet training. Children behave well and learn appropriate social skills, such as sharing and taking turns.

Children's health is suitably promoted. The childminder provides a range of food for children and they sit together at the table to eat. She encourages children to try new tastes and talks with the parents so that the food offered is suitable. Children sleep well in a quiet place away from the children who are playing. The childminder teaches children to wash their hands after using the bathroom, which goes some way to helping children develop their understanding of appropriate health. She takes appropriate action if children become unwell in her care. Children play outdoors each day, which means that they enjoy regular fresh air and exercise. Regular outings help children to develop relationships with others and to build their confidence in a variety of different situations. These all help prepare them for their next stage of learning, in pre-school or school.

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

The childminder has some understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, although this is not sufficient to ensure she meets all the legal requirements.

The childminder does not keep an up-to-date record of children's attendance. This is a breach of requirements and set as an action at the previous inspection. This demonstrates a poor attitude to improving provision and shows that the childminder's self-evaluation is not fully effective. This is because systems to evaluate the quality of the provision are not fully developed. In addition, the childminder fails to meet the requirements of the Childcare Register.

The childminder assesses some risks to minimise most hazards to children, for example when to go on outings. However, she has not taken sufficient steps to protect children in all areas. Children use a trampoline in the garden, which has a safety cage on it. The childminder has considered how children are to use it, but this does not follow the manufacturer's guidance. She permits very young children to use it. However, the manufacturer's guidance gives a clear warning that it is not suitable for children under three. This puts children's safety at risk.

The childminder has completed training in safeguarding children and first aid. This means she is aware of the steps to take to help protect children. She demonstrates a positive attitude to developing her knowledge further and has recently completed a diploma in childcare. Since the last inspection, the childminder has developed the provision for children in the garden and monitors the planning for children's learning by linking

children's activities to their stage of development. 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 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:

- ensure that all necessary measures are taken to minimise any identified risks (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 (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).³
- 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
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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	EY446241
Local authority	Swindon
Inspection number	934071
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	07/11/2012
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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