

<b>Inspection date</b>	25/10/2013
Previous inspection date	03/09/2013

<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. She provides many accessible resources 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 meet children's individual needs well. This ensures that they are settled and happy in the provision.
- The childminder demonstrates a good understanding of her responsibilities with regard to all safeguarding and welfare requirements.
- The childminder is motivated and enthusiastic about her work and evaluates her provision well so children continue to receive a good standard of learning and care.

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

- The childminder provides fewer opportunities indoors for children to freely access a range of open-ended, natural materials to support their imaginative play.

## 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 in the childminder's home.
- The inspector had discussions with the childminder and children and took account of information in a parent's letter.
- The inspector sampled a range of documentation including children's records, planning, safeguarding procedures, policies, self-evaluation form and training records.

## Inspector

Angela Cole

## Full Report

### Information about the setting

The childminder registered in 2002. She lives with her husband and teenage son in a house in Chippenham, Wiltshire. Children have access to a lounge and conservatory as their main play spaces. Toilet and sleep facilities are available on the first floor of the home. The upper part of the garden is available for children's 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. One child under eight is cared for occasionally. The childminder has a dog, cats, rabbits and a guinea pig. She holds a qualification in early years and childcare development at level 3.

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

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

- extend children's indoor access to a range of natural materials for them to play with and talk about.

### Inspection judgements

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

The childminder has a good understanding of how children develop and learn through her considerable experience of working with different children. She gains a thorough overview of their starting points from parents and through her perceptive observations of their play in each area of learning. Children are well on target to make good progress as they explore the many activities and experiences offered. The childminder has a robust understanding of how to use her detailed observations to focus on children's interests and what children need to learn next. She has a good understanding of how to check the progress of two-year-old children to value their achievements and highlight possible areas for development to share with parents.

The childminder is ably using children's interests to plan and support children's next steps for learning. For example, she offers a wide range of books for young children to choose and bring to her to read and discuss. She extends the conversation by linking the pictures in the book to the activities of the child's family. The childminder has established a flexible routine that enables children to feel secure and to learn. This promotes quieter times that follow children's own needs for rest. The routine also includes interesting activities in the garden and trips out with the childminder. For example, children effectively learn about the world around them as they learn to care for the childminder's rabbits and guinea pig

and eagerly look forward to visiting a circus. They talk about familiar festivals and celebrate special days, such as Halloween by hollowing out pumpkins.

The childminder makes good use of young children's favourite activities to settle them. She encourages their conversation skills, using her 'Every child a talker' training effectively to see how children move on and to extend their language. She clearly describes what they are doing and extends use of their words by offering full sentences and correctly pronounced words, such as 'banana'. The childminder offers many open questions and comments to challenge children to think further, such as 'What shall I put in the handbag?' She skilfully introduces a wide range of mathematical words. Young children recognise size and position words and begin to use them as they play, for instance, including about a brush that will 'fit in your bag'. They count with confidence, saying that they have two grapes in the bowl.

Children develop good use of their muscles to place items carefully, including when painting with their fingers and brushes. They enjoy playing with toy trains, catching bubbles and digging in the soil. Children receive good encouragement to use all their senses. They greatly enjoy feeling shaving foam with fingers and sticking flowers and cones they have found on their walks. They enjoy using their imagination. Young children say, 'Hello' into the telephone and play at caring for 'babies' and going 'shopping'. Young children confidently carry out their own ideas, fetching items they need and doing things for themselves. As a result, they effectively gain independence skills to stand them in good stead for their next stage in learning and for their eventual move to school.

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

The childminder's attentive, thoughtful practice enables young children to form close bonds and secure emotional attachments with her. As they arrive at her home, young children settle quickly and enjoy playing with her. They feel comfortable when sharing their thoughts and talking about what they are doing. The childminder is a good role model and gives clear indication as to how she expects children to behave. For example, she takes them to a children's group where they learn to play alongside and with other children, sharing the toys. She supports children to learn about good manners and to say 'please' and 'thank you'. The childminder praises children when they persevere to complete a chosen activity. Therefore, children develop good levels of self-esteem. Children gain a secure understanding of how to keep themselves safe. They recognise how to handle tools with care. They safely take small risks as they walk and climb in the park and at a soft play centre and run around in woodlands.

Children gain in confidence and self-motivation as they use their own ideas in their play. They develop independence in learning as they select the toys they wish to play with from the many available in storage boxes. The childminder sets out resources that she knows the child has previously enjoyed for them to consolidate their learning and to use to challenge their development. Children enjoy sand and water play outdoors, although there are fewer natural materials set out indoors for them to choose to extend their imaginative play.

The childminder's care practices are good and support children to be happy and enjoy their time with her. She encourages young children to learn to manage their personal needs independently, such as to hang their outdoor clothing and bags on a low coat stand. The childminder supports children well to understand the importance of a healthy lifestyle. Children choose to play outdoors in the garden, playing in the sandpit and making dens in the tents. They often walk around the neighbourhood and at the park, where they develop skills to climb, balance and slide. Children make healthy choices of foods at meal times and talk about the nutritious foods they like, including different fruits.

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

The childminder meets her responsibilities regarding safeguarding and welfare requirements at all times. She has a good understanding of safeguarding policy and practice. She implements these consistently to create an environment that is safe, welcoming and stimulating for children. The childminder has a strong knowledge of how to protect children. She is well aware of how to respond if she has a concern about a child. She regularly reviews her written risk assessment of each area of the house and garden and completes daily checks. The childminder risk assesses outings to contribute effectively to children's safety. She keeps to her legal ratios and closely supervises children and their play at all times, including when they are away from her home.

The childminder conscientiously carries out her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. This includes regularly monitoring the educational provision and children's progress so that they continue to achieve well in each area of learning. The childminder is particularly experienced in childcare and able to prevent any gaps in learning arising. She successfully personalises her teaching so that each child benefits from the good depth and breadth of activities offered. The childminder is well aware of how to complete progress checks for two-year-olds to plan for what these children need to learn next in their development. Children respond well to challenges that focus on their needs, aptitudes and interests.

The childminder is committed to a strong programme of training and ongoing professional development. She makes good use of evaluation to set priorities and targets for improvement. She values the views of parents and follows children's preferences closely. Her development plans include further training to support children and their families. The childminder has implemented effectively the recommendation from the previous inspection regarding children's mathematical development. This shows a good capacity for continuous improvement.

The childminder is well aware of the importance of links with other providers for the continuation of children's care and learning and the provision achieves this well in practice. Effective partnerships with parents strongly benefit children's settling and progress. Parents receive good information about the care, learning and development of their children. The childminder and the parents share details about children's achievements and

progress in the setting and at home through in-depth conversation and quality journals. Parents warmly praise the childminder and willingly commend her to other families.

### **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>	936971
<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>	03/09/2013
<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.

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