

Inspection date	15/11/2013
Previous inspection date	02/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 make good progress in the welcoming, homely environment, both indoors and outdoors, which meets their individual needs well.
- Children develop a strong sense of belonging building positive relationships with the childminder and other children. As a result, children are settled, secure, happy and motivated to explore and play.
- The childminder has a strong understanding of her responsibility to safeguard children in her care. She uses clear policies and her own good practice, to promote children's safety and well-being.
- The childminder uses daily routines and activities effectively to promote children's mathematical development.

It is not yet outstanding because

- There are fewer opportunities to further encourage children's early literacy skills.

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 at appropriate times during the inspection.
- The inspector observed children playing inside and outdoors.
- The inspector sampled range of documentation including children's details, attendance records and parent information pack.
- The inspector talked with a parent and took account of the views of parents from written feedback.

Inspector

Karen Allen

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two school age children in Dauntsey Green, Chippenham. All areas of the property are available for childminding, with a large garden and field available for outside play. The family have a large dog, cat, and chickens. The childminder is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, four of whom are in the early years age range. The childminder holds a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- extend learning opportunities for literacy by using more natural resources outdoors to encourage mark making, and label resources within the play areas to fully support children's developing literacy awareness.

Inspection judgements

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

The childminder has a strong understanding of how children learn. She knows the children exceptionally well and is aware of their individual needs, interests and preferences. As a result, children are actively engaged and interested in their play and make good levels of progress in relation to their starting points.

The childminder develops children's physical skills outdoors where they explore the local community and gain an understanding of the wider world around them. For example, they regularly walk to and from school and take the well-behaved dog for a walk. The children go on regular outings to the local parks and arboretum. The childminder teaches children about the natural world in the extensive outdoor area. They talk about the horses in the adjoining field and help to look after chickens, feeding them and collecting the eggs. Children also benefit from natural resources such as mature trees and bushes to hide behind during games of hide and seek.

The childminder takes younger children to visit toddler and music groups where they interact with a larger group of children building friendships and socialising. This helps them to prepare for their next step such as pre-school. The childminder promotes positive social skills when different age children play together and take turns. For instance, when working together to prepare toast and drinks in the kitchen role play area and sharing the ride on tractors outside.

A range of activities interest and engage the children to explore, problem solve and be imaginative in their play, for example, small world play, floor toys, puzzles, construction, craft activities, play dough and baking. Children explore a variety of resources which develop their hand eye co-ordination. They make fish using their own expressive designs to replicate those in the fish tank using shiny textured materials. This helps to support their awareness of the world around them. Children receive support to develop some early writing skills through mark making activities inside and outside using many man-made resources. However, the childminder does not extend all opportunities for children to develop their mark making skills further by using natural materials outdoors.

The childminder supports children's developing communication and language skills very well. She listens carefully to what children say and talks to the children while they play, encouraging them to explore resources which helps to develop their vocabulary and extend their learning. She further supports this through singing songs and reading stories daily. Children enthusiastically access and choose books. The childminder encourages the children's interests in books as she sits with them on the comfortable sofa, and they snuggle up to her as they share the story. The childminder skilfully asks open questions to encourage the children to think about what they can see in the book. This promotes children's language and helps them to begin to understand that words have meaning. She also effectively supports the children in their mathematical development, for example by pointing to the illustrations as they count the number of animals in the swimming pool, which helps to develop their counting skills. The childminder teaches children to count during daily routines and play activities outside. For example, counting the eggs they collect from the chickens and counting to ten during games of hide and seek. She extends this game well to promote children's awareness of shape and space by asking them how they will fit into spaces when they hide.

The childminder has very strong relationships with parents. She keeps them very well informed of their children's activities through use of a daily contact book. She makes time to talk to them each day about individual learning and care routines. Consequently, this supports a consistent approach to children's care and learning. The childminder successfully completes observations to assess what children can do, which she supports with photographs to illustrate activities children enjoy. These form part of the children's learning journals and are easily accessible so that parents and children can access them freely on a regular basis. The childminder also completes the required progress check for children at age two-years, which allows her to see that children are reaching expected levels of development for their age. This assessment and her discussions with parents about the achievements children make at home enable the childminder to plan their next steps to help them fulfil their potential.

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

The childminder forms warm and trusting relationships with both children and parents, helping children to quickly settle in the calm and welcoming environment. The childminder is enthusiastic and children show a strong attachment to her. Children have fun and enjoy their time with the childminder, who sits on the floor with them at their level and plays

with them. She remains close to the children, engaging and co-operating in their play. For example, playing hide and seek in the garden, and during small world role play with dinosaurs. This promotes the children's personal, social and emotional development well. The childminder builds secure bonds with the children. For instance, when children hurt themselves they receive cuddles and reassurance, and as a result are happy to resume playing. From an early age, children learn to be polite as the childminder role models good manners. Children learn to be thoughtful and kind to each other. For example, older children support the younger ones, such as helping them to play on the ride on tractor when they cannot push the pedals around themselves. The childminder effectively supports children's behaviour, which means children behave well. The childminder gives children clear explanations about why it is not safe to let go of a toy box lid when younger children are still choosing toys. This helps children to learn about safety and the needs of others. Children learn how to evacuate the home safely in the event of an emergency as they regularly practise fire drills with the childminder. The childminder reinforces this during play activities using small world toys. As a result, children become aware of possible dangers.

Children access a good variety of resources that promotes their independent exploration. However, a lack of picture and word labels does not fully support children's literacy awareness so that they learn that print carries meaning in a range of different situations.

Children are developing healthy lifestyles with a strong focus on outdoor activities. The childminder maintains a clean environment where children have supervised access to the family dog. She keeps feeding bowls out of children's reach and checks the outdoor play area before children use it. This helps to ensure that family pets do not pose a hazard to children's health. Children become familiar with good practices to keep them safe and healthy. For example, they are aware that they need to wash their hands after stroking animals. The childminder meets children's individual dietary needs by working with parents to provide healthy snacks and meals. Everyone sits together to eat, which role models family style meals and promotes children's social skills. Children are developing a good understanding of the benefits of fresh air and exercise contributing to a healthy lifestyle. They are physically active every day and enjoy playing outside whatever the weather, wearing waterproof clothing and footwear. This ensures that they are warm, dry and comfortable, and ready to play. Children identify their own coats and wellies, and the childminder encourages older children to have a go at putting them on before offering help. Consequently, this helps to develop their self-care skills and prepare them for the next stage in their development, for example, going to preschool.

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

The childminder has a good understanding of her responsibilities to meet and maintain the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training to secure her knowledge of the procedures to follow should she have any child protection concerns. She is aware of possible symptoms that may indicate a child is at risk and has written procedures to follow. Risk assessments

ensure children remain safe indoors and when on outings. All documentation is well organised, securely stored and easily accessible. Parents have clear guidelines of the childminder's practice, as they receive copies of all policies and procedures in the parent information pack.

The childminder uses written self-evaluation well in order to reflect on her practice. She effectively identifies areas for further development and keeps up to date with current requirements by attending training sessions. She is committed to improving her service by working with the national childminding network and local authority development worker. She has plans for the future, including developing links with other settings to support children's move into pre-school, and investing in more resources to cater for child's individual needs and stages of development. The childminder has effectively addressed all recommendations from her last inspection.

Children benefit from the childminder's strong partnership with parents as she has a thorough understanding of their individual needs and interests. Children receive consistency of care as she shares ongoing information in the daily contact books and through daily discussion with parents. Written and verbal feedback from parents states they are happy with the childcare, and the good range of activities 'in a rich environment'. They are kept updated on what their children are learning and what their next steps for learning are, and the childminder 'follows their child's interests and is flexible' as well as being 'a fantastic role model'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY397139
Local authority	Wiltshire
Inspection number	816096
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	02/03/2010
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

