

Inspection date	08/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- A good range of indoor and outdoor activities are provided that support children's learning in all areas.
- Excellent small group activity greatly supports children's progress.
- Warm welcoming relationships exist between childminder, children and parents that help children to settle.
- Strong safeguarding policies and procedures are in place that ensure children's safety at all times.

It is not yet outstanding because

- The organisation of resources at times prevents children from fully exploring the environment.

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 children engaged in indoor and outdoor activities.
- The inspector and childminder discussed aspects of practice at intervals throughout the inspection.
- A sample of policies and documents were reviewed by the inspector.
- Parents' views of provision were gathered from questionnaire responses and letters of recommendation.

Inspector

Heather Bridge

Full report

Information about the setting

The childminder registered in 2013 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives in Swindon with her husband and their two children aged four years and two years. The whole of the house is available for the childminding. The main areas used are the sitting room, dining room, kitchen and downstairs toilet facilities. Upstairs bedrooms are used for children to sleep. There are three garden areas with grass, stone, patio and allotment areas for outside play. The childminder has a pet dog. The childminder offers full and part-time care, all year round, between 7.30am and 6pm, and before-and-after school and holiday care for school age children.

What the setting needs to do to improve further

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

- monitor the provision to identify areas such as the organisation of resources.

Inspection judgements

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

The childminder provides children with a wide range of indoor and outdoor activities that fully support their learning in-line with the Early Years Foundation Stage. She has a good awareness of the developmental needs of children and enables them to choose activities that are interesting to them and that support their individual needs. For example, children persevere as they assemble train tracks and concentrate intently as they build block towers in the garden.

The childminder uses a good range of assessment methods that enable her to satisfactorily monitor each child's progress. She observes each child as they play and thoughtfully interprets what she sees. Her ability to plan the next steps in children's learning is developing well. For example, she observes how children attempt to pick up small toys using pincer grips and about planning physical activities to further develop this skill. Learning journeys provide a strong record of each child's achievements that enable the childminder to accurately carry out the progress check for children at age two.

The childminder successfully uses a developmental approach to children's learning and care that results in good play-based provision. Opportunities for children's personal and social development result in largely positive interaction between children that help them behave appropriately and share toys. Interesting conversations about how to care for the dog and well illustrated books give children good opportunities to develop communication and language skills. Children's awareness of meaning and print is beginning to develop. A

wide selection of paints, pens and felt-tips enable children to creatively make marks that form the foundation of their writing development. Exciting indoor and outdoor physical activities enable children to be energetic and develop their coordination skills. For example, the childminder planned an inspiring activity that enabled children to explore cereal by using a selection of tubes, scoops and funnels which fully held their attention for some time. Mathematics is suitably provided for as children handle solid shapes and build structures that give them good awareness of shape, space and numbers. Ample opportunities exist for children to develop a good understanding of their locality as they visit the park, help care for the dog and play outdoors in the sand tray.

The childminder has helped children make a smooth transition into her home in ways that have increased their experiences and built their confidence. This further helps children when they move on to their next stage of learning.

Parents' questionnaire responses and a letter of recommendation show that they are happy with the flexible and welcoming childcare provision. The childminder provides parents with information about her provision that enables them to understand routines and procedures that support the Early Years Foundation Stage. Parents are enthusiastically invited to be involved in their child's learning so that partnerships are created between parent and the childminder. For example, one parent provides a list of words in their child's first language that enable the childminder and the child to communicate more effectively.

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

The childminder is consistently kind and good-humoured with the children. As a result, children play happily and are relaxed. Children are closely supervised by the childminder who acts as the key person and ensures their wellbeing. For example, when walking to the park on the school-run, the childminder uses wrists straps to prevent children from wandering too far from her side.

The childminder promotes healthy lifestyles by organising a well-balanced daily routine that consists of opportunities for play, care and rest. A thorough cleaning policy and risk assessment is carried out each day to ensure that the home is hygienic and safe for children to be in. The childminder responsibly promotes a healthy diet by offering children a choice of nutritious fresh fruit with milk or water at snack-times to ensure that they are well-nourished and drink sufficiently during the day. Parents provide children with a packed lunch which is eaten at tables in the dining room to create an enjoyable social time. Sleeping arrangements are well provided for through travel cots that are positioned in upstairs bedrooms. This enables minded children to sleep in a safe, frequently checked and quiet environment.

The childminder is supportive of children's self-care skills. She encourages children to attempt to put wellington boots on during outside play so that their feet and shoes stay dry. Children are consistently provided with forks and spoons at snack and lunch times so that they are able to feed themselves independently. Hygienic nappy changing facilities

ensure that children remain clean and comfortable. The childminder provides plenty of indoor and outdoor resources that are accessible to children and enable them to play creatively and independently. However, the lack of tidy up times in the daily routine results in cluttered play areas. As a result, children's opportunities to choose new toys and develop fresh ideas for play are reduced as the day goes on.

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

The childminder has a clear understanding of her responsibilities to meet the learning and development and welfare requirements. She has attended safeguarding training and implements comprehensive safeguarding policies that help to keep children safe. Children are closely supervised and well protected both in the home and when they walk to the park so that they are kept safe. Thorough risk assessments are carried out in the home and on equipment on a daily basis and ensure that children are in a safe environment. The childminder is deemed to be a suitable person to care for children and shows that she is able to fulfil the responsibilities of her role. She holds a paediatric first-aid certificate and is able to provide appropriate first-aid to children if needed. Effective policies are in place regarding the administration of medicine, the recording of accidents and incidents that help to promote safe practices in support of children.

The childminder has appropriate qualifications for her role that has enabled her to develop a thoughtful and positive attitude towards her work. She implements a behaviour policy that helps children learn to respect others and to develop positive attitudes. The childminder is keen to undergo more training to develop her teaching skills within children's play. Self-evaluation is developing well and enables the childminder to identify most areas of provision for future improvement. Good partnerships with parents exist that are supportive of both children and families. The childminder has regular professional contact with childminding colleagues who live close by and also with the Trio Early Years Team that is able to provide additional professional input and support when required.

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	EY461280
Local authority	Swindon
Inspection number	940337
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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