

Inspection date	21/11/2013
Previous inspection date	18/04/2013

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

- The childminder maintains comprehensive records of children's achievements. She shares these with parents, which encourages them to be involved in their children's learning.
- The childminder promotes a healthy lifestyle, which encourages children to eat healthily, adopt good hygiene habits and engage in lots of activities outdoors.
- Children participate in outings and activities, which help them learn about the world around them and how to care for living things.

It is not yet outstanding because

- The childminder does not always give children enough time to answer questions or consider what she says. This slightly reduces opportunities for them to think and respond or make decisions in their own time.
- The childminder does not consistently encourage children to put toys away when they have finished with them. Therefore, this reduces the space available to them for new activities or games.

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 indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled children's records, policies and procedures and regulatory documentation.
- The inspector discussed safeguarding procedures and checked the safety of the premises.

Inspector

Marilyn Joy

Full report

Information about the setting

The childminder registered in 1999. She lives with her four school age children in Ludgershall, Wiltshire. The downstairs areas of the home are used for childminding, including a dedicated playroom. Toilet facilities are upstairs. There is an enclosed garden for outdoor play. The family has three dogs, two cats and a number of rabbits and guinea-pigs. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She currently has 11 children on roll; of these, six are in the early years age group. The childminder also cares for children aged over eight years.

What the setting needs to do to improve further

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

- allow children more thinking time so they can answer questions and make more decisions for themselves
- encourage children to be more independent during everyday routines.

Inspection judgements

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

Children make good progress in their learning because they experience a wide range of activities and the childminder teaches them well. She has a thorough understanding of the learning and development requirements and stages of development. She has a secure knowledge of the children she is caring for, their abilities and what she is doing to help them make progress. She maintains up-to-date records of the progress children are making and shares this information with parents, verbally and in writing. Parents comment how pleased they are with the progress their children are making. The childminder carefully records children's next steps and what she can do to help children achieve them. This effectively moves children on in their learning. The childminder completes progress checks for children aged between two and three years. She is fully aware of her responsibility to share these with parents and discuss any concerns if children are not progressing as expected. The childminder has clear procedures for working with other professionals and parents to support children's additional needs.

The childminder routinely introduces counting and mathematical ideas as children play. She refers to 'flying high' and 'going round and round' when she is joining in with children pretending to fly aeroplanes in the sky. They count steps when bumping down the stairs on their bottoms. Children slide cars down the helter-skelter but learn that the big cars are

too big. The childminder notices when children begin to use positional language in their play, for example, when they talk about putting the dog on 'the top' of their tower. This helps her identify their stages of development and plan their ongoing progression with additional related activities. The childminder continually talks to children about what they are doing and provides them with the vocabulary to express themselves when ready. She encourages children's speech and asks them useful questions. However, there are some occasions when she does not always allow children enough time to think and answer for themselves, for example, when offering food options at mealtimes. Likewise, she asks children if they would like to help fold up the floor mat but does not wait for them to decide. Consequently, children do not always have enough time to think for themselves. Children know they can make choices and do so frequently. They help themselves to cars from the drawers when playing with the play figures and dolls' house.

The childminder encourages children to spend a lot of time outdoors. They visit the allotment daily to feed the chickens and collect the eggs. They help with planting and harvesting vegetables and go for walks in the woods and collect leaves for a collage. These activities promote children's physical skills and knowledge of the world effectively. In the home, children develop their creative skills when they explore foam with their hands and form letters and shapes in flour. They try different paint techniques and draw on the chalkboard. The childminder keeps books in a basket on the floor. This means they are easy for children to see and reach. Consequently they help themselves. Children like looking at books on their own and sharing them with others, which develops their early reading skills. Overall, children enjoy their time with the childminder and achieve well in readiness for their future learning.

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

Children demonstrate a strong sense of belonging in the way they confidently play and interact with the childminder. This is because the childminder gets to know them well. She encourages settling-in visits and usually visits them at home. This helps her to develop close bonds with the children and parents, and contributes towards how quickly they settle in her care. The childminder helps them learn what is expected, such as taking turns and helping one another. For example, she manages children's behaviour well when teaching them to share resources in the garden. The childminder regularly takes children on outings and a local toddler group. This helps them gain confidence in different environments, socialise with others and learn how to behave in different situations. This helps to prepare children for the move to the next stage in their learning, whether this is pre-school or school.

Daily routines help children become increasingly independent and learn about caring for themselves and others. For example, they enthusiastically help to feed the rabbits and guinea-pigs. The childminder shows them how to cut up the vegetables safely and divide them into bowls for each of the cages. When they have finished they help to sweep up and wash their hands ready for snack. However, the childminder does not always encourage children to tidy toys away as they finish with them. This means play areas sometimes have less space for children to move around and play.

The childminder places a strong emphasis on promoting children's good health. She encourages them to wash their hands at appropriate times and clean their teeth after lunch. The childminder models appropriate hygiene routines herself, for example, when she washes her own hands and cleans the tables before mealtimes. Children learn about healthy eating because they are offered a variety of nutritious foods at mealtimes. Occasionally, the childminder offers too many options at one time, which makes it difficult for children to decide and choose what they would prefer to eat.

Children have good opportunities to develop their physical skills because the childminder has a wide range of toys and equipment for different ages. There is plenty to extend the physical skills of more able children, whether this is using the climbing wall outside, puzzles for different abilities or completing more complex craft activities. There is a good range of resources to support children's all round development. Children learn how to use equipment safely because, for example, the childminder shows children how to manage the stairs on their own.

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

The childminder has a clear understanding of the Statutory Framework for the Early Years Foundation and her responsibilities to put this into practice. Consequently, she keeps children safe, promotes their good health and helps them make good progress in their learning. The childminder has a thorough understanding of child protection issues and the procedures to follow if she has concerns about a child in her care. She recognises the importance of keeping records. The childminder shares her safeguarding policy with parents so they are fully aware of her responsibilities to safeguard children.

The childminder implements effective safety procedures. She identifies potential hazards and takes steps to minimise the risks to children. For example, the surface of the rear garden consists of wooden decking and challenging play equipment. The childminder found that in wet weather the decking becomes slippery. To combat this she has added extra matting so that children can continue to play outside without slipping. She also uses movable fencing to prevent younger children from using the larger equipment without her help. Indoors, the childminder is using one of the playrooms for storage while building work is being completed. The childminder is fully aware this means it is not a safe area to play and uses safety gates to prevent children entering. The childminder supervises children well. For example, bathroom facilities are located upstairs and the childminder is vigilant in supervising children when using them. She teaches younger children to manage the stairs safely so they learn to do so on their own when able. The childminder is fully aware of the importance of ensuring the premises are secure at all times so children are unable to leave unaccompanied and unwelcome visitors are unable to enter.

The childminder maintains all the required documentation she needs to meet children's needs and the statutory requirements. She continuously monitors children's progress and shares this information with parents. She creates learning journals for each child with

detailed observations and photographs of the activities they are involved in. Parents' contributions are included as well as records of termly progress assessments and meetings with parents. In addition, parents receive details of the childminder's policies and procedures when their children first attend and have regular discussions with her. Consequently, parents are well informed about the care their children receive and the progress they are making.

The childminder regularly evaluates her practice and considers what improvements she can make. Since the last inspection she also talks to children about staying safe to help them become more aware of what they need to do to take care of themselves. She has also started rearranging her toys so that it is easier for children to make choices. The childminder responds positively to feedback and implements suggestions made by local authority advisors, such as introducing musical instruments and singing regularly. The childminder is extremely enthusiastic in her work and is keen to make improvements. This has a positive impact on children because the quality of their experiences are continually improving. The childminder also liaises with other professionals to support her in her work. This helps her develop her own practice but also to help ensure children's individual needs are met and they receive additional help when needed.

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	145145
Local authority	Wiltshire
Inspection number	940063
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	11
Name of provider	
Date of previous inspection	18/04/2013
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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