

Inspection date	06/12/2013
Previous inspection date	15/02/2012

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 are happy and secure; they engage well with a wide range of interesting and fun activities. As a result they all make good progress overall.
- Children benefit from the praise and encouragement they receive from the childminder. This boosts their confidence and helps them feel good about themselves.
- Good systems are in place to enable regular information sharing between the childminder and parents, which helps to promote consistency and continuity in the support children receive.
- The childminder makes full use of daily routines and activities to promote children's knowledge and understanding of the world.

It is not yet outstanding because

- The childminder occasionally misses opportunities during children's play and activities to further promote their communication and language development.
- Although children have plenty of opportunities to experience fresh air and exercise, the childminder does not make full use of her garden throughout the year which does not support all children's individual learning styles and preferences.

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 and the quality of the childminder's interaction.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector took account of written feedback from several parents.

Inspector

Karen Allen

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband, and one adult child in Purton, near Swindon. The whole house is registered for childminding but children mainly use the ground floor. There is a downstairs toilet for children to use and an enclosed garden available for outside play. The childminder has one rabbit. The house is within easy walking distance of shops, parks and a toddler group and the childminder is willing to take and collect children to and from a playgroup and a primary school.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently twelve children on roll; of whom four are in the early years age range.

What the setting needs to do to improve further

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

- maximise opportunities during children's play and activities to ask open questions to encourage children to think and extend their language
- extend opportunities for children's learning in the outdoors by enabling children to access the garden and move freely between indoors and outdoors to support their individual learning styles and preferences.

Inspection judgements

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

The childminder offers a warm and welcoming homely environment for children to learn and develop. The childminder knows the children very well as she establishes children's starting points using information from parents along with her own observations. This information enables her to identify next steps in children's learning and effectively plan interesting activities to promote their progress. The childminder uses her regular progress summaries of children's development to complete the progress check for two-year-old children. Children's learning journals containing photographs of children during play show that all children make good progress over time in all areas of learning. These are shared not only with parents, which helps them to further support their child's learning at home, but also with other settings children attend. As a result, continuity in children's learning is promoted well.

Children enjoy their time with the childminder and have fun. For instance, they laugh together at the things they find funny, and play well with each other. They develop

positive social skills by interacting together and taking turns. For example, during child-initiated role play they share an ambulance to help rescue the crashed toy cars and tractors. Children enjoy exploring and playing with a variety of different media and materials using their senses. They play with shaving foam, gloop and hair gel, and use a variety of tools and their fingers to 'squidge and squeeze' salt dough as they make Christmas tree decorations.

Children's physical skills develop well as they go outdoors on a daily basis. They walk to and from school to collect older children and explore the local community and natural environment to help them understand the world. For example, they search for natural resources on visits to the park to take back for craft activities. They look for birds and signs of other wildlife such as deer and badger sets on regular walks through the fields. The childminder encourages the children to count the animals they see, and look for numbers on their journey. As a result this helps to develop their mathematical skills. The childminder provides the correct terms for baby animals, such as foals and lambs to develop vocabulary. Children are developing an awareness of life cycles and changes over time as they sow seeds and tend plants. They examine caterpillars, feed them and watch them change into butterflies. Children's communication and language is developing well as the childminder constantly talks to them during activities. She knows that the children enjoy singing so she sings with them and they eagerly join in with the songs and actions. She encourages children's interests in reading as she sits with them to share books. She supports the children to think about what they can see in the book, such as the different types and sizes of houses that people live in around the world. This helps children to gain awareness of different cultures and families. However, there are a few occasions where the childminder does not extend all opportunities for children to think and develop their language skills further by using open questions. The childminder teaches children how to recognise the first letter of their name and sounds it out with them. They draw patterns in the sand, paint with water outside and use sticks to form shapes at the park. These activities help the children to develop early literacy skills.

Children's personal, social and emotional development is very good. The childminder takes younger children to a local toddler group, and the pram service in the village where they interact with a larger group of children building friendships and socialising. The childminder encourages children to be independent, for example, by managing their own toileting needs, putting on their own shoes and teaching them how to do up buttons and zips to dress themselves. This prepares children well for their next stage of learning and school.

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

The childminder is enthusiastic, kind and caring and children show a strong attachment to her. The childminder listens to children as they speak and talks to them warmly. Consequently, children are happy in her care. She takes time to find out about children's likes and dislikes before they start and builds close and trusting relationships with both the children and parents.

The childminder encourages children to 'reach for the stars' by praising them to boost their self-esteem and reassuring them that they can achieve so that they carry on trying. As a result children become confident and resilient learners who display high levels of independence. For example, they initiate play, self-select resources and involve the childminder when required. The older children help the younger children during activities. For example, they help to decipher clues during a treasure hunt so that the young children can 'find' the treasure. As a result the children play well together and the childminder helps them develop skills that will support their smooth transition to other settings. The children behave well with the support of the childminder who encourages them to take turns and share the toys. She models good manners for the children and, as a result, all children say 'please' and 'thank you' during snack time.

The childminder actively encourages children to develop their understanding of safety through everyday routines and activities. For example, she teaches them about road safety and to remember to 'stop, look and listen' before crossing roads. She ensures that her home and outings are safe and secure through regular risk assessments. Children become aware of possible dangers in the home as they regularly practise fire drills with the childminder and learn how to evacuate the home safely.

The childminder meets each child's individual dietary needs by working with parents to provide healthy meals and snacks. Everyone sits together to eat which provides a role model of family style meals and promotes good social skills. Children are developing a good understanding of the benefits of fresh air and exercise contributing towards a healthy lifestyle. However, despite a strong focus on outdoor activities in the local environment, the childminder does not make full use of her garden throughout the year which does not support all children's individual learning styles and preferences.

The childminder encourages children to be independent. She provides a good range of resources which stimulates children's interest and encourages children to be self-motivated to learn through play. The resources are easily accessible and stored at appropriate levels according to their age and stage of development. Children are supported to wash their hands by visual images. They learn to put on their own shoes and coats and hang them on coat pegs when they come in from outside; this helps to develop children's self-care skills and prepares them for the next stage in their learning, for example, going to preschool.

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

The childminder has a thorough understanding of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed safeguarding training and as a result detailed safeguarding policies and procedures are in place. For instance, the childminder ensures that all visitors to the home sign a visitor's record documenting time of arrival and departure and identification is checked. The childminder has a strong understanding of child protection issues. She is aware of possible signs and symptoms that may indicate a child is at risk and knows the procedures to follow should

she have a concern about a child's welfare, to help protect their well-being. The childminder holds a current first aid qualification to help her to provide appropriate care if a child has an accident. She implements a range of written policies and procedures to protect and promote the children's well-being. These are shared with parents when a child starts at the setting to enable them to have clear expectations of the childminder's practice. The childminder's documentation is well organised and maintained professionally. All documentation including insurances and permissions for outings are in place. The childminder carries out regular risk assessments on her home and outings, which help her to identify potential hazards. These are reviewed on a regular basis.

The childminder has taken positive steps to improve her practice as she has effectively addressed both of the recommendations from her last inspection. She has established links to exchange information regarding children's well-being and development to further promote their learning in all areas. She helps children make connections in their learning to promote continuity of provision. For example, by singing songs they sing at the preschool and helping children learn words for the Christmas nativity production. The childminder uses a written self-evaluation document in order to reflect on her practice. She has drawn up action plans for the future and takes into account feedback from parents and children to make sure that she continues to support children's individual good progress.

The childminder forms effective relationships with parents. She communicates with them daily about their children's care, learning and development. Children's learning journals are always available to view and can be discussed at any time. Parents' written feedback includes positive comments about the childminder: they report that their children are 'always happy' in a 'loving "home- from- home" environment'. The childminder 'promotes excitement' through 'lots of interesting activities which children come home and talk about'.

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	EY431810
Local authority	Wiltshire
Inspection number	816681
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	15/02/2012
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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