

<b>Inspection date</b>	09/12/2013
Previous inspection date	05/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 settled. They form a close bond with the childminder.
- The childminder supports children's language development very well. She has attended training in this area to develop her skills.
- The childminder works closely with parents and keeps them very well informed of children's progress. She gives useful advice to help them support their children's learning at home.
- The childminder monitors children's progress closely and provides additional support when needed to narrow gaps in learning, so that children make good progress overall.
- The childminder makes good use of the local community to develop children's social skills and enhance their understanding of the world around them.

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

- On a very few occasions, the childminder does not organise activities to fully support what children need to learn next to extend their learning.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the childminder interacting with minded children in the home and on a short walk near her home.
- The inspector took into account the written views of parents, provided for the inspection.
- The inspector examined a sample of documentation, including policies, risk assessments, children's care and developmental records and planning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector assessed the suitability and safety of the childminder's home for children.

## Inspector

Rachel Edwards

## Full report

### Information about the setting

The childminder registered in 2009. She is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder lives with her two school-age children, in the Redhouse area of North Swindon. The whole of the house is available for childminding, although most care is on the ground floor. There is an enclosed garden for outdoor play. The family have a cat, a rabbit, tropical fish and giant African snails. The childminder currently cares for three children, all in the early years age group. The childminder holds a level three diploma in home-based childcare.

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

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

- review the organisation of some activities to provide further support for children's future learning, especially for the older children.

### Inspection judgements

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

Children thoroughly enjoy their time with this caring and professional childminder. She provides a wide range of interesting activities and experiences that generally promote all areas of children's development well. She follows their interests so that they are eager to join in. The childminder makes especially good use of facilities nearby to enhance children's learning and add interest to their day. For example they regularly visit the library for story time and to borrow books. Children are developing a love of books; they listen attentively to stories, join in with familiar refrains and have fun guessing what will happen next. The childminder has attended training to help her assess and develop young children's speech, which she does very effectively. She chats a great deal to children about what they are doing, speaking slowly and clearly and building on their words and sentences. She offers useful advice to parents to help them support their children's language at home.

The childminder uses everyday activities and routines to help children learn. For example, they take a walk to feed the birds and squirrels. Children practise counting nuts into the bag. Whilst walking, the childminder encourages the children to listen to the sounds around them. This supports their listening and speech development and makes them observant and curious about the world around them. The childminder ensures that even the youngest children join in, as she gets them out of the buggy to throw bread for the birds. They develop strength and control of their movements as they see how far they can throw. Children gain a great deal from everyday activities, such as helping sort and pack away the shopping. They talk about the different foods, what they are used for and why

some are stored in the fridge.

The childminder frequently arranges interesting outings that add considerably to the breadth of experiences that children enjoy. They visit parks and playgroups, and meet each week with other childminders and children for a music and movement session in one of their houses. Children look forward to this and enjoy meeting other children. They have fun experimenting with percussion instruments to make different sounds and dancing and moving to music.

The childminder makes frequent observations about children's development. She notes their special achievements and shares these 'wow' moments, such as learning new words with parents. This helps them support their child's learning at home. The childminder accurately monitors children's progress using published guidance on expected developmental stages. This helps her quickly identify any gaps in learning, which she discusses with parents so that additional help can be provided if necessary. The childminder successfully identifies what children need to learn next and generally uses this information well to provide experiences that challenge and interest children. However, on a few occasions, the childminder does not think sufficiently about how she can adapt each activity to provide appropriate challenge for children's learning, especially for older children. For example, by using reference books or encouraging children to record their findings. Nevertheless, she engages children well and makes them eager to learn, so that overall they make good progress.

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

Children are happy and settled in the childminder's care. She gives children plenty of individual attention and knows them well, such as talking about things that are important to them. The childminder has a clear daily routine and this helps children understand what will happen next. Children readily ask for help or a reassuring cuddle and they demonstrate a strong sense of security. The childminder works closely with parents, sharing information so that there is consistency in the care both provide.

The childminder is a good role model for the children. She is kind and considerate towards them and gives clear guidance on how she expects them to behave. She helps young children recognise and manage the strong emotions they sometimes experience. The children are interested in a poster depicting different feelings and they agree it is best when everyone feels happy. Parents are grateful for her useful advice in managing difficult times, such as toddler tantrums. Because of this firm foundation, and as children are busily occupied with interesting things to do, they learn to behave very well. The childminder takes children to many places where they meet different adults and children. This helps them gain confidence in a variety of social situations and to play cooperatively with others. These skills effectively support children's moves to new settings, or when they start school.

Children gain a good understanding of the importance of eating healthily and taking regular exercise. They help grow, harvest and cook a wide selection of fruit and

vegetables and enjoy baking too. This deepens their understanding of where food comes from and encourages them to try new tastes. Children sit together at the table with the childminder for the healthy meals that she provides and enjoy chatting about their day, whilst learning good social skills. Children play outside most days, either in the garden, on walks or visiting parks, where they practise climbing and balancing on large equipment. These enjoyable physical activities encourage children to be active. Children learn to manage their own physical care needs very well. Older children manage to use the toilet and wash their hands on their own. The childminder encourages younger children to have ago at putting on coats and shoes themselves before she helps, which supports their independence well.

Children are safe because the childminder effectively assesses risks in her home and potential hazards on each of the outings she undertakes. The childminder has made her home safe so that children can move freely between rooms, which encourages their independence and allows them to choose what to play with. She teaches children how to keep themselves safe well For example, children practise road safety walking outside and remind each other not to run indoors in case they fall. Children play with a suitable range of toys and other resources in the childminder's home. Although most of these are stored in the garage, the childminder takes children to choose what to play with; additionally she has a picture book of what is available to help children choose. The frequent outings to other childminders homes, playgroups, parks and soft play areas enhance children's choices and development of confidence and independence.

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

The childminder has a clear understanding of what children need to learn across all areas of their development. She monitors her planning and the children's progress effectively. This ensures she gives sufficient emphasis to each area by providing a broad balance of interesting activities both inside and outdoors. She closely monitors children's development, including carrying out the required progress check for children age two, which she shares with parents. Because of this, she quickly identifies any additional support needs and targets these areas to help close any gaps in children's learning.

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended training in health and safety awareness, food safety and child protection and she uses her knowledge to help keep children safe and improve her practice. She is clear about her responsibilities to safeguard children and knows what she must do if she has concerns for a child's welfare. The childminder has written a range of policies and procedures to guide her practice. She updates these regularly and shares them with parents so they understand how she works.

The childminder has established good relationships with parents and carers. She works in partnership with them to make sure she meets children's care needs and supports their learning effectively. Parents say they appreciate the excellent two-way communication of the daily diary and comment that the childminder 'enriches my child's life'. The childminder

understands the importance of working with other settings, which children may attend in the future. She liaises with parents to seek additional help if needed, for example, from speech and language therapists.

The childminder has a strong commitment to continually improving the way she cares for children and supports their learning and development. Since the last inspection, she has gained a level 3 diploma in home-based childcare. Additionally, she frequently attends training to improve her knowledge and practice. She welcomes and acts on advice from the local authority early years team and has successfully addressed the recommendations made at the last inspection.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY399887
<b>Local authority</b>	Swindon
<b>Inspection number</b>	816151
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/05/2010
<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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