

<b>Inspection date</b>	13/01/2014
Previous inspection date	16/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 makes good use of outdoor play opportunities on a daily basis throughout the year to support children's development effectively.
- The childminder plans a range of good-quality activities to support children's individual learning requirements.
- The childminder evaluates her practice effectively, and has made positive improvements since the last inspection.
- The childminder provides a safe and welcoming home, working well with her co-childminder to carry out her policies successfully.

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

- The childminder does not offer an extensive range of resources indoors to provide further opportunities for children to make their own choices.

## 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 play activities both indoors and in the garden.
- The inspector talked to the childminder at appropriate times throughout the visit.
- The inspector took account of the childminder's self-evaluation form.
- The inspector sampled documentation, including children's development records and the childminder's training records.

## Inspector

Gillian Little

## Full report

### Information about the setting

The childminder registered in 2006. She lives in the Old Town area of Swindon, Wiltshire, with her husband and two children. She works alongside her sister, also a registered childminder. The family has a dog, two rabbits and some fish. The ground floor is available for childminding, together with a first-floor bedroom for sleeping. There is an enclosed garden available for outdoor play. Access to the home includes three steps to the front door. The setting is in receipt of funding for the provision of free early education for children aged three and four. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 21 children on roll, 12 of whom are in the early years age range. She supports children learning English as an additional language. The childminder offers care on weekdays, including out of school care. She walks to the local school and other early years facilities to take and collect children. The childminder holds an early years education degree and is a member of the TRIO childminding network.

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

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

- extend the range of resources available indoors to provide further opportunities for children to make their own choices.

### Inspection judgements

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

The childminder prioritises outdoor play as part of her daily activities so that children benefit routinely from fresh air, physical activity and access to learning opportunities outside. Since her last inspection, the childminder has developed the outdoor area to include a mud kitchen, a sensory garden and a small wild area. Children thoroughly enjoy pretending to make pancakes with mud or exploring water as they pour, fill and empty using a variety of containers. They develop good muscle control as they manoeuvre wheeled toys around the patio. They have plenty of time to enjoy outdoor play, even on a cold day as the childminder works closely with parents to ensure children have appropriate clothing and footwear. This approach is particularly beneficial for the large numbers of boys attending, who tend to prefer outdoor play and physical activity. The childminder makes good use of the local community, such as visits to the canal and the local graveyard to explore the natural environment, successfully supporting children's understanding of the world around them.

The childminder plans good-quality activities to reflect children's interests and individual capabilities. Children are currently finding out about 'people who help us'. The childminder

thoughtfully provides related resources, such as a teddy bear hospital and a car mat with emergency vehicles. She engages well in children's play, interpreting and reinforcing their attempts to communicate, which supports their language skills effectively. She relates play activities well to children's real-life experiences so that they feel confident about sharing their views and expressing their interests. Children develop early literacy skills as they have access to a small range of books and the childminder encourages them to make marks as part of their imaginative play. Children enjoy scribbling on a notepad, pretending to be a doctor as they play in the teddy bear hospital. The childminder does not successfully provide children with a wider range of resources to promote further opportunities for children to make their own choices.

The childminder takes full account of children's starting points in learning through discussions with parents. She makes regular observations of children's progress and takes careful account of their next steps in learning when planning further activities. She routinely summarises children's overall development so she is fully aware of how well they are progressing and she shares this information readily with parents. She provides parents with ideas to support their children's learning at home, such as promoting communication and language through singing and reading activities. She uses her observations, assessments and knowledge of individual children to provide parents with the required progress check for two-year-olds. She helps children who are learning English as an additional language to settle into her setting by learning words in their home language to promote communication. The childminder talks to parents on a daily basis and encourages them to share their observations of children's progress at home. She organises a garden party on an annual basis so that parents can find out about the activities their children enjoy, showing a positive approach to partnership working.

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

Children develop positive relationships with the childminder and with each other. They are confident in exploring their environment, showing good levels of self-motivation. They play well alongside each other and demonstrate positive behaviour. The childminder has a kind and caring approach, praising children readily, which promotes their self-esteem successfully. Each year the childminder organises a summer party for the children, such as a pirate party, to celebrate the achievements of those children moving up to school. This approach helps children to feel valued and to prepare them for their next stages in learning.

The childminder supports children well to learn about healthy lifestyles. In addition to good opportunities to play outdoors, she supports children in learning about healthy eating through discussion and looking at related books. She helps children to understand about good hygiene practices, such as washing hands carefully before snack time. She provides children with a nutritious diet, such as a choice of fruit at snack time and a sandwich, yoghurt and more fruit for lunch. The childminder supervises children well throughout the day and helps them to play cooperatively, such as sharing resources. This approach supports children's emerging understanding of how to play safely around others.

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

The childminder demonstrates a secure understanding of her responsibilities to meet the legal requirements for the Statutory framework for the Early Years Foundation Stage. She attends relevant safeguarding training and shows a clear awareness of possible symptoms of children at risk. She is familiar with procedures to follow if she has concerns about a child, including maintaining confidential records. She provides a safe, welcoming home and has effective safety procedures in place. For example, she keeps external doors and windows locked to prevent children from escaping, and has the keys close to hand for easy evacuation in the event of an emergency. She works well with her co-childminder to ensure her policies work effectively in practice, such as supervising children closely. She ensures that all adults living and working in her home have appropriate suitability checks.

The childminder makes sure that she covers all areas of learning well by compiling routine planning documents, taking account of children's individual achievements, interests and next steps. Her assessment procedures of children's progress are consistent so that she is able to identify any children requiring additional support.

The childminder has a proactive approach to improving her practice. She has recently completed a degree in early years education and attends additional training to support aspects of practice, such as assessment procedures and positive behaviour. She makes good use of training opportunities to enhance the service she provides. For example, she is currently undertaking training related to children with special educational needs and/or disabilities so that she is well-prepared to support such children if they attend her setting in the future. The childminder maintains a comprehensive self-evaluation form to identify strengths in her practice and areas for further improvement. She has made good progress in meeting recommendations from her previous inspection and has set herself additional challenges, such as encouraging parents to spend more time looking at children's development records.

The childminder demonstrates effective partnerships with parents, communicating effectively and keeping them well informed about their children's progress. She is proactive in establishing partnerships with other settings that children attend, such as a local pre-school and nursery, sharing information about children's progress to promote continuity.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY335622
<b>Local authority</b>	Swindon
<b>Inspection number</b>	834804
<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>	4
<b>Number of children on roll</b>	21
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/11/2009
<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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