

Inspection date

Previous inspection date

15/01/2014

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

- Children are happy and confident because the childminder has close and secure relationships with them.
- Children enjoy many opportunities to explore the outside environment and care for animals, promoting their interest in the natural world and living things.
- The childminder implements effective hygiene routines throughout the day, promoting children's well-being and health.
- Children make good progress in their learning because the childminder provides a good level of support, especially for children's developing language skills.
- The childminder develops positive relationships with parents when children start so that she is clear about their children's individual needs.

It is not yet outstanding because

- There are fewer opportunities within the environment for children to learn that print carries meaning.

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 activities within the childminder's home and gardens.
- The inspector discussed children's learning and development, and safeguarding and welfare with the childminder.
- The inspector took account of the childminder's self-evaluation.
- Documents were sampled, including first aid certificates and children's records.
- The inspector spoke to parents to gain their views of the setting.

Inspector

Lucy Waterman

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two school age children in a rural area close to Littledean near Cinderford, Gloucestershire. The ground floor of the childminder's home is available for childminding, with the exception of the study and the living room. The family has two horses, two dogs, two cats, guinea pigs and chickens. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder receives funding for free early education for three and four year old children. There are currently two early years age children on roll. The childminder offers childcare before and after school, and during the school holidays. Overnight care is offered on an occasional basis. The childminder is willing to collect children from the school. She holds a level 2 teaching assistant qualification.

What the setting needs to do to improve further

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

- create an environment rich in print to further extend children's recognition and understanding that print carries meaning.

Inspection judgements

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

Children are very happy, settled and confident with the childminder. They have lots of fun with the caring childminder, who understands their needs very well. Good use is made of the childminder's garden, paddock and the local woods to support children's learning and development. Children delight in being able to feed the horses and guinea pigs and look for eggs laid by the chickens. They are interested in digging in the vegetable garden and exploring shells and natural items in the playhouse. This encourages them to learn about the natural world and understand how to care for their environment and living things.

The childminder extends children's vocabulary by introducing new words at a suitable level for their development. This includes the word "galloping" when discussing horses running, and the word "knead" when playing with the dough. She demonstrates new words to them, kneading the dough as she uses the correct word. Children benefit from the childminder's positive interactions and conversation. They talk and chatter with her when they are playing and during routine activities. The childminder gives lots of eye contact and smiles, and repeats children's words back to them, increasing their communication. As a result, children's early language skills are developing well. The childminder promotes children's listening skills and interest in books through reading stories. Children have favourites and ask for "more stories" when one is finished. The childminder takes the opportunity to extend vocabulary by using books. When a young child names a "spider" in

the book, she gently says, "that's a bee, a buzzing bee, buzz, buzz". This develops children's understanding of sounds. The childminder keeps a good range of resources available to the children, but not all boxes have labels, and there is less print displayed at children's height, to further promote their understanding that print and pictures carry meaning to develop early reading skills.

The childminder's flexible routine allows children to select their own activities by telling her what they would like to do, or selecting their own toys and activities. This supports their growing self-esteem and confidence as they lead their own play. The childminder uses these choices, and everyday routines, to support children's learning. When playing with the dough and reading stories, she takes time to introduce counting activities. This supports children's early mathematical skills. She demonstrates a good understanding of the Early Years Foundation Stage, recognising that times and routine can help children develop mathematical understanding. The childminder's enthusiasm for being outside, and the large outdoor area supports the children's physical skills well. Children are also encouraged to develop physical skills through the daily routine. At snack time, young children climb into their chair with the childminder's help and encouragement. Children develop abilities when they roll out dough, and make marks on paper using chalks or pencils. This helps to develop the skills needed for early writing. Children have opportunities to explore paint, gluing activities and music. This develops their creativity and problem solving skills.

Parents share and receive information about the activities and routines children enjoy in a daily diary. This helps to ensure a two-way flow of communication between parents and the childminder to support children's well-being. The childminder uses a tracker book to record children's progress. She accurately records children's stage of development, and plans ways to support their next steps in learning. The childminder is aware of the need to complete progress checks for two-year-old children. Current records show that children are making good progress in all areas of learning and development. Parents say they are pleased with the progress their children make and that they receive regular information. This helps to keep them fully involved in their children's learning and development.

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

The childminder provides a welcoming and caring environment where children settle well. She invites new parents and children to attend settling in sessions, where she finds out about individual children's needs and likes. This allows her to respond to each child's needs, and understand their differences right from the beginning. Children are clearly confident and develop strong bonds with the childminder. The childminder encourages them to be independent from an early age, to put on their own boots and learn how to wash their hands to keep themselves healthy. She has thorough hand washing procedures after the children have been to see the animals or used the toilet. She makes use of a song to ensure even the youngest children wash their hands thoroughly. The childminder implements good hygiene procedures for food preparation and nappy changing. This helps to keep children safe from cross infection. She asks about allergies or dietary requirements when children start, and has a healthy eating policy for the snacks and lunches, which

parents supply. This promotes children's understanding of how to keep themselves healthy. There is ample room for children to sleep and rest if they need to. As a result, children are relaxed and very settled with the childminder. Children benefit from attending group activities locally, for example, they attend a singing group with the childminder. This means they learn to interact with other children and adults, and develop new skills.

Children remain safe as the childminder carries out safety checks and risk assessments. She ensures all areas of the home are secure, and the paddock is inaccessible to children with a secure gate. The pond has a fixed, heavy metal grate covering it, allowing pond-dipping activities, whilst maintaining children's safety. Children benefit from the safe and secure environment, which allows them to explore the indoor areas freely and the outside area with appropriate supervision. The childminder records her risk assessments and reviews them so that she can monitor children's safety and make changes when necessary.

The childminder has a dedicated playroom and a good range of interesting toys and resources. These meet the needs of the different ages of children who attend the setting. The toys are all in good condition and are easily accessible to older children. Resources for younger children are at a lower level in boxes or cupboards, providing them with independent opportunities to access toys and resources of interest.

Children behave well through the help and support of the childminder, meaning they are well prepared for any changes in routine. For example, she takes time to explain when children go home earlier than usual so they understand the changes and impact, for example, having lunch at home. This helps children to be ready and helps to avoid any upset. The childminder demonstrates respect for children by showing them kindness and patience and has a clear behaviour management policy in place.

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

The childminder has a good knowledge of the Early Years Foundation Stage requirements, for both learning and development, and safeguarding and welfare. She uses written self-evaluation, and works with other professionals from the local authority to reflect on her practice. This demonstrates her commitment to improve her provision for children, and to work in partnership with other agencies. The childminder is committed to training. For example, she intends to complete an observation, assessment and planning course to further develop her planning skills. She has effective procedures in place to monitor children's development, and hopes to embed these further when she has attended the course. This demonstrates her capacity to improve and develop her practice.

The childminder shows a secure understanding of her role in keeping children safe in relation to child protection. She has a written safeguarding policy, which she shares with parents. The childminder clearly understands the procedures she should follow if there are concerns about a child, and is committed to keeping children safe.

The childminder has good relationships with other local early years settings. She understands the importance of sharing information with other providers who look after the children. Parents, the childminder and other setting complete a daily diary. This helps to inform them of the children's needs and interests, which ensures continuity of care across different settings. Parents are very happy with the childminder and the progress their children make since they have been with her. In addition to the daily diary, the childminder discusses the children's day when parents collect. This helps everyone to work closely; with the needs of the children considered and supported effectively. As a result, children make good progress in all areas of their learning and development.

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

Unique reference number	EY462667
Local authority	Gloucestershire
Inspection number	926969
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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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