

Inspection date	20/01/2014
Previous inspection date	10/07/2013

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 shares warm and trusting relationships with the children, which successfully supports their emotional and physical well-being.
- The childminder provides a wide range of exciting and challenging activities and experiences, which interest children and support them effectively to make good progress.
- The childminder has established strong partnerships with parents, which effectively contributes to meeting children's individual needs.
- The childminder places high importance on keeping children safe; she provides a suitable environment and safe surroundings where children can explore and investigate freely.

It is not yet outstanding because

- The childminder does not always repeat words back to children, pronouncing them correctly so that children learn how they should sound.

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 viewed the premises, toys and equipment.
- The inspector observed the children engaged in activities and the quality of the interactions between the childminder and children.
- The inspector sampled a range of documentation including children's records, attendance register and policies.
- The inspector engaged in discussion with the childminder and interacted with children at appropriate times throughout the inspection.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and their two young children, in the village of Bratton, near Westbury, Wiltshire. Children have use of a living room, dining room, kitchen and playroom downstairs, with sleep and toilet facilities provided upstairs. Children have access to an enclosed rear garden for outdoor play. The family has a dog.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has nine children on roll, of these three are in the early years age group.

What the setting needs to do to improve further

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

- enhance children's development further by consistently repeating words back to them in the correct way.

Inspection judgements

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

The childminder has a good understanding of how children learn and provides an exciting range of activities that challenge and interest the children. The childminder works closely with the parents to share information and establish children's individual starting points. She interacts well with the children, supporting and challenging them appropriately. The childminder sits on the floor with them as they choose from the pretend food, cook in the kitchen and have a picnic. Children laugh and giggle, as the childminder plays peek-a-boo with them whilst they hide behind the saucepan lids. This supports their learning in expressive arts and design as they use their imaginations and develop their personal, emotional and social development. The childminder talks to the children about the toy weighing scales, explaining that they are the same as the ones they use to weigh ingredients when cooking. This promotes their understanding of the world and enhances their communication and language skills successfully. The childminder skilfully uses different teaching methods to extend children's learning experiences. For example, she regularly counts with the children in their play. She encourages the children to compare the sizes of the saucepans and the pretend fish; she introduces positional language, such as 'underneath' and 'on top'. This promotes mathematical skills and supports children to acquire the skills they need to move on to the next stage in their learning and development.

The childminder successfully supports the children to be active learners. Children co-

operate well with one another to make a scarecrow by stuffing old clothes with hay. They take the scarecrow to the orchard where they collect apples, which they bring back and make into juice. This supports their understanding of the world. Children explore the childminder's home with confidence and curiosity. They play with the small figures and animals, and the childminder introduces new words, such as 'sty', as she engages in conversation with the children about where the animals live. However, when children refer to a pig as a 'piggy' or a dog as a 'doggy' the childminder does not repeat the word back in the correct form, so that children learn how it is pronounced correctly.

The childminder has effective systems to assess and monitor children's progress. She makes regular observations of the children engaged in activities, links these to the relevant areas of learning and uses the information to plan for the children's next stage in their learning. Consequently, children make good progress in their learning and development in relation to their starting points.

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

Children form a strong bond with the childminder and share warm interactions with her. This supports their emotional and physical well-being and promotes their confidence and self-esteem as they feel valued and gain a sense of belonging. The childminder is kind and gentle in her approach; she supervises the children appropriately and responds to their individual needs promptly. This helps children to feel safe and secure.

Children access a good range of resources which are well organised, to enable them to make independent choices in their play. The childminder consistently praises the children for their good behaviour and achievements. This further boosts their confidence and promotes their self-esteem. She teaches the children how to keep themselves safe, through engaging them in conversation about road safety and practising the fire drill so that they know how to evacuate the premises quickly and safely in an emergency.

Children learn how to keep themselves healthy, as they have daily opportunities to benefit from fresh air and physical exercise. They play in the garden, go on local walks and use the equipment at the park to develop their physical skills. Parents provide healthy nutritious meals and snacks for their children and some are provided by the childminder. She engages them in conversation about the types of food that are good for them and the ones that are not so good for them. Children are beginning to manage their own self-care needs, as they understand the importance of washing their hands before eating food and after using the bathroom. The childminder follows robust procedures when preparing meals, which helps to prevent the spread of infection.

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

The childminder has a good knowledge and understanding of the learning and development and the safeguarding and welfare requirements of the Statutory Framework

for the Early Years Foundation Stage. She ensures that keeping children safe is given the highest priority, and has completed risk assessments on her home, her garden and for any outings that she takes with the children to help her identify any risks. She supervises the children closely at all times and is fully aware of the correct adult to child ratios. The childminder has a good understanding of child protection issues and is aware of the reporting procedure to follow in the event of a concern. She demonstrates that she is confident to follow these procedures if required. This all helps to ensure that children remain safe and that they feel secure in the childminder's care.

All children make good progress in their learning and development because the childminder assesses and monitors children's progress accurately, providing a varied range of activities and experiences across all areas. She has established strong partnerships with parents. She encourages their involvement in their child's learning through the sharing of information and good communication. The childminder has effective systems in place to share information with other providers when children also attend other settings. This ensures continuity of care and learning between the childminder, the child's home and other settings. The childminder regularly reflects on her practice and evaluates the quality of the provision that she provides. This reflection has helped her to identify her strengths and areas in which to drive future improvement. For example, she has increased her resources for young children to include treasure baskets and she has attended a 'baby babble' course. This has helped her to implement new ideas and activities to support children's language development.

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	EY451218
Local authority	Wiltshire
Inspection number	943593
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	9
Name of provider	
Date of previous inspection	10/07/2013
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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