

<b>Inspection date</b>	07/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make good progress in their learning and development because they enjoy a wide range of experiences.
- Children's language is consistently supported by the interaction that is warm and this helps build their vocabularies
- The childminder makes strong bonds with the children and this makes sure that children feel safe, secure and progress well in their learning.

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

- The childminder does not provide resources to cover all areas of learning in the outdoor area to further promote children's development.

## 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 children at play indoors and outdoors.
- The inspector sampled paperwork including policies, risk assessments and children's individual profiles online.
- The inspector discussed the provision with the childminder at appropriate times during the inspection.
- The inspector spoke to parents to ascertain their views on the provision.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

The childminder registered in 2013. He lives with his wife, who is also a registered childminder and their daughter who is in the early years age range. They live in a house in Bradford-on Avon, Wiltshire, close to shops, parks, schools and public transport links. All areas of the property are used for childminding and toilet facilities are on the first floor. There is an enclosed garden for outside play. The childminder provides overnight care for a maximum of two children. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- extend opportunities in the outdoor area to cover all areas of learning; for example, to promote early literacy and mathematical skills for children who learn better outside.

### Inspection judgements

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

Children are offered a broad range of learning overall, because the childminder has a keen knowledge of how to create opportunities for children. The home is resourced with a wide range of toys that stimulate ideas and capture children's imagination. When children play their focus is sustained as the childminder teaches them as they play. For instance children setting up 'tea time' they learn to identify pretend fruits and vegetables as they play.

The rooms are spacious and children's artwork is displayed, this give children as sense of achievement and pride. Photographs of the children displayed mean that there are many opportunities for the children to feel a sense of belonging.

The childminder makes sure that each child has fun when they are learning. Balloon play captivates children and extends their understanding about cause and effect. The balloon grows with the air blown in and deflates when the childminder lets go of it, the children are completely fascinated with the activities that are planned. Continued themes throughout the week mean that children have continuity in their experiences, treasure baskets each day use a different colour to learn and explore. Children learn to identify the colour with confidence.

The childminder has a secure knowledge of how children learn and consequently, their individual needs are met; the childminder skilfully prepares sessions to make sure children

make progress in their development. Appropriate resources and tasks are set up for children because the childminder has a good knowledge of each child's ability. This knowledge is gleaned from comprehensive information exchanged with parents when children first start. The childminder has extremely high expectations and a positive attitude to find the most effective ways to collect information. This informs how plans are drawn up to meet the needs of the children. Individual profiles are kept up to date and held securely on online systems. This method of record keeping is an effective way of gathering vital information to link to the Early Years Foundation Stage.

The childminder teaches children to persist in tasks that may challenge them. For example when trying to cut pretend wooden food with a wooden knife children are encouraged, willed on and offered support to succeed. The children are subsequently praised and this genuine sense of achievement is a shared experience. Children's language skills are consistently promoted during the activities. Stories, songs and general conversations happen continuously throughout the day and these opportunities stimulate children's communication ability.

The teaching nurtures exploration and curiosity. Children are encouraged to ask questions, add their ideas to the session and their input is valued. Children participate in activities that celebrate diversity and value cultural traditions. This happens because the childminder plans an overview of the year to include special celebrations, like Chinese New Year and St Patricks Day. Outdoor play offers children the prospect of growing vegetables and role play in the mud kitchen area. The childminder encourages outdoor play; however there are fewer opportunities for children to explore all areas of learning outside. For example, there is no visible print or access to early writing or mathematical resources to promote additional learning for more active learners.

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

The childminder works together with his wife and the systems arranged mean that key children are allotted to each of them. This means that children and parents are given a point of contact that particularly focuses the development and well being of the children.

The childminder is an excellent role model, children learn from him as they play as the involvement and attention offered is genuine and considerate. Despite the age and development stages of the children there is a constant emphasis on involving all children in decision making. Children are also consistently kept aware of what will happen when, and the impact on them is that they are secure and confident with this reliable commentary.

Children's safety is monitored through ongoing risk assessments, this helps to minimise accidents. Safety precautions like stair gates, cupboard locks, door jammers and fireguards help create a safe environment for children. Children learn to become independent because opportunities are promoted, for instance when children prepare for an activity they take time to tidy away the toys and learn where everything belongs. This adds a sense of ownership and consequently promotes self esteem.

Children also learn about traditional customs and have multi-cultural resources to play with; this ensures that they are encouraged to learn about the world we live in. For example children make 'Valentine's Monsters' they celebrate the custom with fun, appropriate ideas that capture their imagination and broaden their outlook. Activities are adapted to ensure that every child is given the opportunity to participate and produce an end product.

Although the majority of the systems are monitored online the safeguarding procedures are extremely thorough. They have been carefully considered to ensure material can only be accessed by parents through a secure link.

At focussed times children's input is seriously valued, children add their opinions and the childminder takes time to listen patiently. The children behave well because they are aware of their boundaries and have a constant awareness of what they are doing next. The environment, both indoors and outdoors has been created to stimulate play and interest and this results in secure, settled happy children.

Children are given healthy food and home cooked meals that promote a healthy lifestyle. The childminder takes opportunities to support learning about healthy food and the importance of creating good habits for the future. The childminder teaches children with an assured knowledge and consequently children are ready for their next stage of learning.

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

The childminder understands his responsibility in meeting the requirements of the Early Years Foundation Stage to keep children safe and promote their learning. He has attended safeguarding training and understands the procedures to follow if he has concerns about a child. The childminder has devised systems of managing the day to day running of the provision with foresight and a keen technological understanding. A website and online access for parents mean that efficient, effective methods have been arranged to ensure parents have instant and constant communication with the childminder. The effect of this system is that parents genuinely feel connected to their children's learning and contribute to the way in which the provision operates. Suggestions made by parents are considered sincerely and acted upon, recently E-diary's are used instead of a communication book and parents find this more beneficial.

Teaching is effective because the childminder has a good understanding of what is required to make certain children achieve their potential and progress their learning. This information is used to evaluate the provision and plan to provide the optimum learning environment for children. The childminder has an enthusiastic attitude that drives for improvement and the pursuit of offering flexible, versatile childcare to best suit specific family circumstances.

Partnerships with parents are strong. This is mainly because the childminder has effective systems of communication that parents appreciate. Feedback forms demonstrate a positive consensus of opinion with comments such as "look no further" when looking for "safe, creative, fun and friendly" provision. Parents are given plenty of opportunities to find out about what activities are planned; weekly newsletters give yet another method to provide information.

Documentation set up to incorporate efficient structures include risk assessments for outings and the day to day running of the provision. The childminder makes sure that the requirements are met completely and efficiently with consistent monitoring.

### **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

<b>Unique reference number</b>	EY463582
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	931602
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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