

Inspection date	06/02/2014
Previous inspection date	02/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder has close bonds with the children. As a result, children demonstrate they feel comfortable in her company.
- The childminder is meeting the safeguarding requirements adequately, as a result children's well being is supported suitably.
- The childminder has worked hard to improve the care she provides since her last inspection.

It is not yet good because

- The childminder does not ensure that resources are freely available at all times and does not change toys to match children's interests.
- The childminder does not encourage children to solve problems for themselves.

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 activities in childminder's lounge.
 - The inspector had discussions with childminder and children.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, risk assessments, the childminder's qualifications and her policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 1997. She lives in the Middleleaze area of Swindon, Wiltshire. The whole of the property is available for childminding, although children spend their time in the downstairs of the home. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. She currently has 13 children on roll; nine are in the early years age range. All attend on a part-time basis. The childminder has a pet dog. The childminder has completed a recognised childcare qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for mathematics to encourage children to solve problems for themselves
- ensure that children's interests are taken account of and that resources are freely available at all times to allow children to make choices about their play.

Inspection judgements

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

The childminder has made progress in her understanding of the way children learn and of the learning and development requirements. She now completes individual planning for children and observations on their learning. This enables her to ensure she is covering all areas of learning for each child. She has started to track children and is beginning to identify children's next steps, which means she is improving her teaching as children play. However, she does not encourage children to try things for themselves to help them think and problem solve. For example, children ask to complete a jigsaw puzzle. The childminder sits on the floor with the children. However, instead of explaining to children the best way to do the jigsaw and how to find the right pieces, the childminder starts to put the jigsaw together for the children. When the children do find the next piece, the childminder praises them, but she misses opportunities to encourage the children to try and put the piece in for themselves. This means that children are not encouraged to problem solve during activities.

Children understand about being kind to others and the older children help the younger children, for example, when getting ready for having a drink the older children get their

drinks bottle and those for the younger children out of their bags. Interactions between the children and childminder are adequate. The childminder talks to the children about what they are doing. For example, when they think the pram has broken, she explains that it is just the seat that has come off and she will mend it for them.

The children had limited resources to play with on the day of inspection but nonetheless most enjoyed role play and when playing with dolls, were provided with nappies, wet wipes and changing mats. Children were observed to enjoy wiping the babies and trying to put the nappies on. They put the dolls in the prams and push them around the room, saying they are going shopping. The childminder interacts adequately with the children as they play, she repeats sounds they make and words they try to say. This helps to begin to develop their early language skills. The young children enjoy using building bricks to build towers and when these are knocked over, they laugh. Children have suitable access to books, although these are stored altogether in a box rather than displayed to make it easier for children to choose. The childminder recognises this means they are not easy for the children to select themselves and she is making progress on changing how they are displayed. Children are progressing adequately enough to help them acquire the skill, attitudes and dispositions they need to be ready for school or their next stages of learning.

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

Children are content and happy in the childminder's company. They have built warm relationships with the childminder, who offers cuddles and reassurance when needed. The children understand about keeping themselves safe as the childminder reminds them to tidy toys away, so they do not fall over them and hurt themselves. Children are aware of how to keep themselves safe when on walks around the area. They speak about holding hands or holding on to the buggy as they walk with the childminder. The childminder helps children to understand how to safely cross roads. They talk about waiting for the green man before they cross the road together.

The childminder has now obtained the necessary written parental permissions to administer medication to the children. She now has evidence that she has completed first aid training. The childminder is confident about how accidents are recorded and shared with parents. Children are beginning to learn about healthy lifestyles and they understand the rules of having to sit down to have a drink or something to eat. The childminder now ensures that her dog is out of the room when children eat, this ensures good hygiene procedures are followed. Children understand they can ask for drinks of water, when the drinks parents have sent them with have been drunk. Parents provide meals for the children and in general, these lunchboxes contain healthy options. Children's physical development is suitably encouraged. Children enjoy fresh air and exercise as they take part in regular outings such as walks to and from school, preschool and to the park.

The childminder adequately manages children's behaviour. She encourages them to share and take turns with each other and is prepared to tackle any issues, such as bad language. This helps to develop their personal and social skills and gain suitable attributes to help them in the next stages of learning. The childminder has labelled boxes of toys in

the conservatory but on the day of inspection the dog was shut in this room and this means that children could not choose toys for themselves. The limited range of toys that they were given were not changed even though one child stated that they did not like dolls. This means that the childminder failed to meet their interests.

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

Safeguarding arrangements have been improved since the last inspection. The childminder now has a suitable understanding of her responsibility in meeting the safeguarding and welfare requirements. She has carried out detailed risk assessments for outings and walks to and from school. She now has suitable procedures to help ensure children are safe when away from the premises. She has now obtained written parental permissions for all children in her care. She keeps detailed attendance records for children and any visitors to the premises. The childminder has recently completed safeguarding training and is now suitably aware of the procedures to follow should she have any concerns about children in her care. As a result of this training, she has updated her written safeguarding policies and has included a mobile phone and camera policy.

The childminder has made suitable progress since her last inspection on the way she monitors, observes and plans for the individual children in her care. She uses planning of activities to help ensure she is covering all areas of learning and development and she is now clearly identifying children's next steps. However, when children take part in activities the childminder tends to do things for them, instead of encouraging them to try for themselves first, before asking for help.

The childminder is developing partnerships with parents and other early years settings. She has made progress in sharing information regularly. She uses daily diaries for all children to help share information with parents. She has shared all her updated policies with them and has prepared parent questionnaires, which she intends to give out in the near future. The childminder has started to share information with children's key persons at the other settings they attend. This means children are benefitting from this sharing of information and their learning and development needs are supported in both settings. As a result, the childminder feels more confident about the activities she provides for children.

Since the last inspection, the childminder has worked hard to improve. She has updated all her policies and procedures so they are in line with the Statutory Framework for the Early Years Foundation Stage requirements. She has completed the necessary training required, such as first aid and is attending a course run by the Local Authority to help her assess how well she is doing and providing more ideas to improve practice. This demonstrates the childminder has the drive and capacity to improve her practice.

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	506047
Local authority	Swindon
Inspection number	945998
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	02/10/2013
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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