

<b>Inspection date</b>	04/03/2014
Previous inspection date	04/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- The childminder provides an extremely warm and welcoming environment and this means children they feel very safe, secure and confident.
- Children are enthusiastic and curious learners who are supported by the childminder's sensitive and thoughtful interactions. As a result they make excellent progress in their learning and development.
- The childminder has a superb understanding of the Early Years Foundation Stage framework. She seeks out training and uses this to thoughtfully reflect on her provision. As a result she provides highly effective and challenging activities which promote children's successful learning.
- The childminder has established excellent partnerships with parents and designed innovative and creative ways to promote an exceptional two-way flow of communication. Therefore all children's needs are extremely well supported.

## 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 toured the premises to see all the room used by the children.
- The inspector took account of the views of parents in written questionnaires and letters.
- Discussion was held with the childminder throughout the inspection in relation to children learning and development.
- The inspector considered the self-evaluation form and audits completed by the childminder.
- The inspector looked at a sample of policies, documents and procedures.

## Inspector

Lucy Waterman

## Full report

### Information about the setting

The childminder has been registered since 2008. She lives with her partner and two sons in a three bedroomed house in the market town of Devizes. There are currently thirteen children on roll. Of these, 12 are in the early years age range. The childminder operates from Monday to Friday between 8am and 8pm all year round. She offers flexible hours before 8am and after 8pm by prior arrangement. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder holds a level 3 childcare qualification and is in receipt of nursery funding for children aged two, three and four. The childminder is able to collect children from their homes. Children have access to the whole house and there is an enclosed garden for outdoor play. She attends a local childminding group, the local children's centre, and activities in the local community. The family has a dog.

### 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 understanding through more consistent use of signs and actions when talking to them.

## Inspection judgements

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

The childminder provides a warm and nurturing environment where children settle very quickly and make close friendships. She takes time to discuss children's interests, favourite toys and ability to care for themselves when parents attend for settling in sessions. Completing an 'early years passport' with parents means that the childminder has extensive knowledge of children's individual needs as soon as they start. Detailed observations and thorough tracking of children's learning are recorded carefully and used to provide highly accurate assessments of their development. With her expert knowledge of how children learn, the childminder uses these assessments to plan engaging activities that stimulate children's interests and imaginations. The childminder is innovative in planning activities to promote learning. She makes very good use of the environment and knowledge of children's interests to inspire learning very effectively. For example, she provides challenging and motivating resources with the water play in the garden. These include different types of pumps and taps, so that children can successfully collect water themselves. As a result they delight in exploring water play in a wide variety of ways, learning about volume and capacity.

The childminder embraces every learning opportunity throughout the day, whether it is a planned activity or routine task. For example, she plans singing and rhymes with the

children every day. They eagerly look for their personal 'rocket books' of rhymes, and the props they have made, and sing along with enthusiasm and joy. The childminder inspires their interest in numbers and size by making the most of spontaneous opportunities to count shoes and use a tape measure to see how tall they are.

The childminder provides a secure and safe environment where children are keen to explore and investigate. She thoughtfully increases the challenge for children as they play by the skilful use of open ended questions, and by introducing new and exciting resources. Following her recent Montessori training, she has introduced play trays which enable children to fully consolidate their previous learning and interests. For example, she provides a tipping and pouring activity with rice for children when she observes their interest in pouring the water outside. The high quality interactions they receive from childminder ensure that children are interested and excited about their learning and builds children's skills extremely well for their future learning.

Parents are fully involved in all aspects of the childminder's assessment procedures, including the progress check for two-year-olds. The childminder eagerly seeks parent's feedback about children's learning at home, to help her fully understand the progress children are making. She asks parents to complete speech bubbles with new words that babies are using at home so that she can use them herself. However, she sometimes misses opportunities to use signs and gestures consistently with children to develop their early communication skills. The childminder shares children's learning journeys with parents, and actively involves parents in assessing their children's learning. This ensures highly accurate information about the progress children are making and the significant next steps in their learning. The childminder carefully plans exciting activities and a rich variety of resources to support children's next steps, and has inspirational ways of sharing this with parents. She designs superb photograph books which clearly demonstrate the importance of play and early learning. As a result parents have highly detailed information and ideas of how to enhance children's learning at home.

Babies quickly form very close attachments with the childminder and benefit from her gentle and sensitive interactions. They sit on her knee and show great delight when joining in with rhymes and songs. She provides activities that promote their language skills, understanding of the world, and stimulate early learning by providing baskets of natural resources and interesting objects for babies to explore. Children enjoy looking at different types of books; for example, babies investigate different textures in the book as the childminder reads stories. They show they are extremely familiar with handling books, as they turn them the right way up and turn the pages to look at the pictures. The childminder labels storage boxes with pictures and print, and uses wooden signs in the garden to label the 'mud kitchen', vegetables which have been planted and the names of trees. This fully embeds children's early reading skills and the links they make between words and print. This means that all children are prepared exceptionally well for the next stage in their learning.

Children delight in exploring the outdoor environment every day. The childminder creates an inspiring garden full of abundant learning opportunities. As a result children actively investigate the many natural areas of the garden, and the newly designed art area. They busily fill-up the containers in the 'mud kitchen', learning about weight, size and number

as they play. They show exceptional problem solving skills as they work out how to use the pumps and taps. Children enjoy using the chalk board and art area. They make vertical lines and circles with the chalk, and have ample access to a rich range of paints, pencils and pens indoors and outdoors. They demonstrate their increasing control when using mark making tools to 'write' on the chalk boards, in books and on paper. The childminder has created 'writing belts' which mean that children have access to writing materials at all times in the garden and when on outings to the local woods and park. The childminder organises outdoors resources extremely effectively so that children independently access a wide range of resources that support physical skills.

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

The childminder is very skilled at helping children settle happily into her setting. She provides nurturing care, gentle cuddles, kind words and great respect for children throughout the day. As a result she quickly settles children into a routine where they flourish and form strong emotional attachments with her and each other. Older children greet babies with quiet enthusiasm and obvious joy, and are very gentle and caring to each other. Behaviour is exemplary as a result of the childminder's sensitive interactions and role modelling. The children are comfortable with visitors and enjoy the interaction when new people come to visit. Even very young children show confidence in talking about the activities they enjoy, and babies smile at visitors showing they feel completely safe and secure with the childminder. Children begin to understand how to manage risks and keep themselves safe as the childminder makes the most of incidental opportunities to talk about safety in the home. For example, older children pretend to be firemen and the childminder talks to them about keeping safe around fires and flames. They know that 'fire is hot' and if there was a fire they would 'get out and stay out', clearly showing they are very familiar with the evacuation process.

The childminder has been proactive in providing low level storage bags for each child's shoes and coats, and they show immense pride as they show visitors their bags and photographs. She also provides excellent photograph books of each child and their families. Children adore these books and very confidently name their family members and talk about events at home. Even babies show absolute joy in seeing pictures of their parents as they look through their books. This helps children to feel a very strong sense of belonging.

The childminder plans for children to enjoy interesting and exciting outings in the local area. She attends a childminder's group where there are other children and adults. This helps children gain confidence away from the home and build strong social skills. She shares information about local places to go with parents so that children have further opportunities to visit with their families. The environment is extremely stimulating. There is an excellent range of toys and resources, most of which are stored so that children can make their own choices. For example, younger children can easily explore the 'play tray' resources. They know what is in the box as it is clear plastic and they confidently return it to the shelf when they have finished. Children concentrate for an extended length of time with their chosen activity, showing excellent involvement and preparation for their move

to pre-school. Babies use all their senses to explore the things they find in the wicker basket. Children are encouraged to make excellent use of the outdoor areas to extend their play and learning. The childminder provides waterproof clothing for all children including babies so that they can be outside daily. She is highly reflective and constantly seeks to improve the area to meet the needs of the children, for example providing a covered area so that babies can still play outside if the grass is too wet. The childminder offers excellent support for children's physical development. They gain control and balance as they move the planks of wood and blocks to build their own balance beam. They climb confidently up in the pirate ship and use the low-level swing independently.

Children learn about positive hygiene practices, including having easy access to tissues and hand gel so that they can learn to be responsible for their own self-care. The childminder provides individual hand towels to prevent cross infection and children benefit from healthy snacks and meals throughout the day. Babies have their own nappy bags and the childminder sings to them so that this time is a fun and relaxing experience. The changing mat is cleaned each time it is used to prevent cross infection and maintain the highest standards of hygiene. High priority is given to keeping children safe. The childminder constantly reflects on and reviews risk assessments to ensure children are kept safe when playing at her home or when on outings. Wide-ranging use of documents including accident records and registers, help to keep children safe. The childminder also encourages children to learn about keeping themselves safe, for example taking to them about the slippery pirate ship after it has been raining.

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

The childminder is dedicated to providing the very best care for each child. She continuously reflects and evaluates the service she provides. She actively seeks detailed comments from parents, children and the local authority to identify areas for improvement. She is proactive in listening to the opinions of the children and uses a wide range of age appropriate activities to take account of their views. Meticulous monitoring and review means the childminder ensures that the learning activities are fully effective and support all children to make excellent progress. The childminder has highly impressive strategies for engaging with parents and makes diligent use of social media and technology to safely develop excellent two-way communication with all parents. Her constant reflection and willingness to seek help from outside agencies means she is able to support all children's individual development needs so that they achieve their full potential. The childminder shows excellent drive and ambition and understands that reflective practice is crucial to the success of the setting. She has robust and rigorous self-evaluation methods and keeps her skills and knowledge fully up to date. Using detailed analysis, comprehensive parent feedback, close working with the local authority and a range of evaluation methods, she meticulously reviews her practice. As a result, actions to address the recommendations from the last inspection have been highly effective. This has led to outstanding improvements in activity planning, children's assessments, safeguarding and fire safety. As a result the emphasis on promoting children's safeguarding and welfare, and their learning and development is fully embedded.

The childminder establishes highly successful, engaging relationships with parents to help enrich their involvement in their children's care and learning extremely well. The childminder clearly displays and shares in many formats including e-copies, all the important information about her policies and procedures, assessments and planning. Parents value the detailed information they receive about their children's day, particularly the regular text and photos throughout the day. She involves parents in their children's learning exceptionally well and parents say they are extremely happy with her service and amazed by her 'inspiration, patience and dedication to the children.' Overall the childminder provides a stimulating and very rich learning environment in which children and families are nurtured. Her passion and continuous drive for improvement ensures that all children achieve exceptionally well, and are supported as unique individuals. As a result, children delight in their activities, grow in confidence and develop the skills needed as they move on to the next stage in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY374093
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	844380
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	04/11/2008
<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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