

## Inspection date

Previous inspection date

10/03/2014

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 build positive relationships with the childminder and other children. As a result, children are settled, secure, happy and motivated to explore and play.
- The childminder records children's progress accurately, and identifies appropriate next steps in learning to inform her planning. As a result, children make good progress in their learning and development.
- The play room is rich with opportunities for learning which allows children to explore, investigate and develop confidence as learners.
- The childminder has a strong understanding of her responsibility to safeguard children in her care. She uses clear policies and her own good practice, to promote children's safety and well-being.

### It is not yet outstanding because

- There are fewer resources available outdoors to promote children's independent exploration and investigation.
- Systems of sharing information with parents to promote all possibilities for shared learning experiences are not fully developed.

## 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 talked to the childminder and the children at appropriate times during the inspection.
- The inspector observed activities and the quality of the childminder's interaction indoors and outdoors
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector talked to a parent to obtain their views.

## Inspector

Karen Allen

## Full report

### Information about the setting

The childminder registered in 2013. She works with one other registered childminder from her own home, where she lives with her husband and their school aged daughter in Swindon, Wiltshire. Currently, they are caring for 11 children between them. Both childminders have equal responsibility for the childminding practice, although the childminder currently takes the lead on the overall management of the premises. Both childminders are trained in first aid and food safety. The co-childminder occasionally takes responsibility for the supervision of the children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on her roll, of whom four are in the early years age range and attend on a part time basis. The whole of the home is used for childminding, but in practice the children mainly use downstairs. Children have access to toilet facilities on the ground floor. There is an enclosed paved outdoor play area. The home is accessible via steps. The family have a cat and a dog. Local facilities are within walking distance, such as, parks, schools and shops. The childminder takes and collects children from local schools and pre-schools.

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

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

- further extend learning opportunities outdoors to promote children's independent exploration and investigation, for example, by providing more accessible resources in the outside area
- enhance partnerships with parents, to share more information about ways that parents can extend children's learning at home, to promote further shared learning experiences.

### 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 to implement the Early Years Foundation Stage to ensure children make good progress in all areas of learning and development. She monitors children's progression effectively. She gathers information from parents before children first start about their likes, dislikes and interests. She identifies their achievements and considers their next steps in learning. She uses this information to help her plan challenging activities to support their learning. The childminder is aware of her responsibility to complete a progress check for two-year-olds and has procedures in place to do these. She is clear on where to go for support if she

feels that a child is not meeting the appropriate stage in their development. The childminder keeps parents well informed on a daily basis about their children's progress and activities they have enjoyed. She provides daily written diaries, and uses text messages and photographs which parents appreciate. Children's learning journals are always accessible to give parents further information about their children's development. However, the childminder does not always provide parents with specific ideas or share resources to enable them to extend their children's learning at home.

The childminder provides children with access to the outdoor area throughout the year, which supports their individual learning preferences well. Children enjoy exploring and investigating outside. The childminder provides a role play house and pots where children plant and tend to flowers and herbs. They are able to develop their physical skills as they climb the steps to the slide, and use the ride on toys. They enjoy transporting gravel from one area of the yard to another using a hand-held trowel. They use chalks to mark make on the slabs, which helps to develop the small muscles in their hands. However, children do not always have access to a wider range of resources, such as sand, mud, sticks and paintbrushes to support their early writing skills as they play outside, or magnifying glasses as they examine mini-beasts. The childminder supervises children appropriately and is skilful in her support as she knows when and when not to intervene in their play. These positive interactions, ongoing discussion, praise and encouragement help to promote children's learning. Children's understanding is continually extended by the childminder's purposeful comments and questions which builds on their prior learning. For example, younger children enjoy their play outside with the childminder, using a teapot and water. They have fun and develop their hand eye coordination as they transport, tip and pour water into cups and containers. They count the cups together, and discuss the colours. Children are enthused and engaged as water spills over into the tray. The childminder uses the opportunity to talk with children about why some cups are floating using simple mathematical language such as 'full' and 'empty'. This helps to extend children's learning well. The childminder teaches children to count during daily routines and play activities effectively. For example, counting the cars as they line them up on the road map they have drawn. This helps to develop their mathematical skills.

The wide variety of visual displays such as letters, words, numbers, shapes and children's work in the stimulating indoor environment, help to promote children's early literacy skills well. The childminder encourages children's interests in reading, as she sits with them to read books and they snuggle up to her on the comfortable sofa to share the story. They laugh together as they look at the pictures and she skilfully asks open questions to encourage children to think about what they can see in the book. This promotes children's language and helps them to begin to understand that words have meaning. The childminder gets down to the children's level as she sits next to them on the floor to help engage them in their learning. She supports them to draw around their favourite toys, their hands, feet and their bodies. She talks to the children constantly, which helps to promote communication and language well.

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

Children are happy and settled in the childminder's welcoming family environment. She arranges 'stay and play' settling-in routines with parents to help develop strong bonds with the children when they first arrive. There are good systems in place to support consistency of care for the children, as the childminder has regular discussions with parents. This helps children to feel safe and secure. The daily diaries further inform parents of how their child has been, what they have eaten and how they have slept. The childminder provides each child with their own linen and flannel to avoid cross contamination of germs. The childminder has a gentle disposition and shows great care towards the children in her care. She has formed close bonds with the children, and helps them to feel comfortable in her home. For example, she provides them with their own drawers so that they can look after their own belongings and pegs are at child's height so that they can reach their coats. Children receive plenty of praise and encouragement; this boosts their self-esteem and effectively supports children's emotional well-being.

Children show a strong attachment to the childminder as she remains close to them, engaging and cooperating in their play. She sits down on the floor with children as they play with small world toys together and supports children during role play as they pour out 'cups of tea'. This promotes children's personal social and emotional development very well. The childminder builds positive relationships with the children. For example, when younger children run and trip over, they receive comfort and reassurance and as a result, are happy to resume the activity. The childminder promotes good manners as she role models and gently reminds children to say please and thank you during routines and activities. She encourages them to talk with each other and play harmoniously together sharing toys and taking turns. Consequently, children are well behaved.

There are a wide variety of stimulating resources indoors to cater for all ages of children that the childminder cares for. These are labelled and well organised to promote children's independent exploration. As a result, children are confident as they move purposefully around the play room, making independent choices about what to do which supports them in their future learning. However, there are fewer resources available in the outdoor area to fully support those children who prefer to play outside.

The daily routine helps children to develop a healthy life style. Children play outside every day, visit the local park to climb and play on the play equipment and participate in regular walks to school. Consequently, they have lots of opportunity to enjoy fresh air and develop their physical skills. Children benefit from healthy snacks, such as fruit, and freshly cooked meals. The childminder sits down with the children to eat at meal times, and encourages them to spread their own butter on toast, and peel their own bananas. This helps to promote children's self-care and social skills. As a result, children are developing the skills they require to move on to their next stage in learning such as pre-school and school. The childminder has an old cat which is segregated from the children as it lives upstairs. There is a small dog that is also kept segregated from the playroom. The dog accompanies the childminder and the children on their walks and children who choose can interact with it under the supervision of the childminder. This helps to develop children's confidence with animals well.

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

The childminder and her co-minder have a good understanding of the Statutory framework for the Early Years Foundation Stage. All the required documentation is extremely well organised and easily accessible. The childminder has completed safeguarding training and has a good awareness about the procedures to follow should she have any concerns about children in her care.

She works effectively with her co-childminder to develop and implement a range of policies and procedures to ensure consistency for all children who attend. She shares these with parents before a child starts at the setting to enable them to have clear expectations of the childminder's practice. There is a strong focus on children's safety, security and happiness. Risk assessments are in place and she or her co-childminder complete daily visual checks to maintain the safety and suitability of the premises, toys and equipment. She reviews these with the co-childminder on a regular basis and takes appropriate action to minimise any risks to children. The childminder keeps an accurate record of children's attendance. There are effective procedures in place to record accidents, incidents and the administration of medication. She holds a current first aid certificate to help her to provide appropriate care if a child has an accident and this helps to support children's ongoing welfare.

The childminder evaluates her practice and provision continuously and accurately identifies areas which require improvement. For example, to extend her range of outdoor resources further to meet the individual needs and interests of the children who attend. The childminder receives verbal feedback on her service from parents during daily discussions. She obtains verbal feedback from older children and uses observations to identify younger children's likes and dislikes. The childminder demonstrates a strong drive to improve further to provide good quality childcare.

The childminder forms effective relationships with parents. Parents' report the childminder communicates with them daily about their children's care, learning and development. Their children's learning journals are always available to view and can be discussed at any time. Their children are happy and enjoy their time with the childminders. Parents are pleased with the progress that their children have made. They state that their children have gained in confidence and their communication and language is developing very well.

### **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>	EY463743
<b>Local authority</b>	Swindon
<b>Inspection number</b>	935656
<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>	5
<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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Piccadilly Gate  
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