

## **Inspection date**

26/02/2014

Previous inspection date

25/10/2011

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

**This inspection:**

3

Previous inspection:

1

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**

- Children are happy, comfortable and demonstrate they feel safe in the childminder's company.
- The safeguarding requirements are met effectively which helps to promote children's well-being well.
- There is an excellent partnership with parents, carers and other professionals and extremely detailed information is shared with them regularly to promote children's care and learning.
- The childminder has completed a detailed evaluation of his practice and identified some areas to improve.

### **It is not yet good because**

- The childminder does not make the best use of the outdoor play space, so all areas of learning are covered, particularly in the winter months.
- The childminder does not always give children the opportunity to respond to questions and does not always use open-ended questions to encourage children's language and thinking.
- The childminder does not consistently help younger children to manage their behaviour.
- Children have fewer opportunities to develop independence with regard to initiating their own play and learning.

## 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 inspection was carried out by two inspectors.
- The inspector observed activities in lounge, dining area and garden.
- The inspector had discussions with childminders, children and parents.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies, procedures and risk assessments.

## Inspector

Hilary Tierney

## **Full report**

### **Information about the setting**

The childminder registered in 2003 and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. He lives and works with his wife, who is also a registered childminder. They live in Haydon Wick, Swindon, Wiltshire. They live with their adult daughter and older son. The home is close to shops and local parks. The whole ground floor of the childminder's house is used for childminding. Children have access to a downstairs toilet. At this property children have access to a first floor bathroom and bedroom, which can be used for overnight care. There is a fully enclosed garden with an all weather surface for outdoor play. The childminders have another house, which is available for them to provide childcare from, no overnight care is provided at this house. Currently this property is not used so was not visited at this inspection. The childminder offers care each weekday, before, during and after school and during school holidays. The childminder currently has 13 children on roll, of these five are in the early years age range. The childminders together have a total of 26 children on roll. The childminder supports children learning to speak English as an additional language. He receives funding for free early education for children aged two, three and four years. The childminder has an early years qualification at level 3 and is an accredited childminder and a member of the local childminding network.

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

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

- implement the behaviour management policy consistently to help children learn how to manage their behaviour and the consequences of their actions on others
- improve the programme for communication and language by using open-ended questions to encourage children's language for thinking and by allowing children time to respond to questions.

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

- strengthen children's independence in helping them make more regular decisions about initiating their own play and learning
- enable children to choose to play in a richer and more varied outdoor learning environment throughout the year by having well-planned, available resources covering each area of learning.

## Inspection judgements

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

Children are progressing satisfactorily in all areas of learning and development. This is because the childminder has a suitable understanding about their individual needs, interests and next steps. Both he and his co-childminder work well together to provide a warm, welcoming environment where children play safely. Resources are all easily accessible for all children. They are in good condition and suitable for the age of children attending. The childminder carries out detailed observations and assessments on the children in his care and as a result, planning is focused and targets children's next steps.

Children's language development is developing appropriately overall. The childminder talks to children gently and as they look at books, he uses language they understand. However, he asks closed questions, which require a one word correct answer that does not help them develop language for thinking and problem solving. For example, children look at books and the childminder asks them what colour are the clothes on the person and what colour is the train on their clothes. In addition, the childminder does not always give children time to answer before he gives the answer. Children are not able to regularly choose activities for themselves. When the childminder decides to read a story to the children while his co-childminder prepares the snacks, he gets the book and does not give the children the opportunity to choose for themselves. When he encourages children to sing he decides what songs they sing, rather than encouraging the children to do so. This limits the children making independent choices and initiating their own learning. Nonetheless, children enjoy the activities and are suitably engaged most of the time. The childminder helps promote children's mathematical skills, for example, as they sing number rhymes and blow whistles in time to the music.

Children are developing their physical skills well. They are able to enjoy being able to climb, run, ride bikes and cars in the garden to develop their large motor skills. The children enjoy being able to draw and use crayons to make drawings. They are encouraged to feed themselves, which helps to develop their physical skills and hand to eye coordination. Overall children are acquiring the skills, attitudes and dispositions they need to be ready for school or their next stage of learning.

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

Children demonstrate they are both confident and comfortable in the childminder's company. They regularly go to the childminder for reassurance and comfort. For example, children snuggle up to the childminder as he sits on the floor to read and look at books with them. The childminder has developed close bonds with the children in his care. He recognises that when he leaves the room and younger children start to cry, it is because he has left the room and so he returns to comfort them.

Children are developing their personal, social and emotional development. They are social

and interact overall well with each other. However, at times the younger children do not always share with their friends and tend to hit out. When this happens, the childminder does not always deal with the situation immediately, which means that younger children will carry on playing. When they are spoken to by the childminder they may have forgotten what they have previously done wrong. This does not help children learn to understand how to manage their behaviour and the consequences of their actions on others. The childminder does remind children to share and take turns, when they play with prams, dolls and role-play resources. The childminder takes time to remind children, when new children attend, how they may be upset and how they should be nice to them.

Children are beginning to learn about healthy lifestyles and good personal hygiene procedures. The children understand they need to wash their hands before eating and after using the toilet. They are reminded by the childminder to wash their hands thoroughly and as he supervises them, he offer praise and encouragement for the younger children. Children use paper hand towels, which helps to prevent the spread of infection. Children enjoy healthy snacks and meals, which are prepared for them. The children are not able to participate in preparing snacks or laying the table for meals, which means their learning is not maximised. Children sit and eat well during meal times. The childminder is fully aware of any dietary needs children have and is able to prepare food accordingly to accommodate their individual needs.

Children have access to the outside areas. They are given time in the garden where they are able to climb, ride cars or bikes, run, swing and explore. This supports children's developing physical skills well. However the childminder does not make best use of this environment to help children develop in all areas of learning, particularly in the winter months. Children are being prepared well for their transitions to their next stage of learning.

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

The inspection was brought forward in relation to concerns raised to Ofsted about child supervision, behaviour management, child ratios and the general suitability of the childminder. It was found that the childminder is very well organised and keeps all paperwork easily accessible for the inspection. He is fully aware of his responsibilities in meeting the safeguarding and welfare requirements. He maintains adult to child ratios carefully when working with his co-childminder with clear registers are maintained. There are detailed written risk assessments that cover all areas of the setting and any outings that children go on. This includes trips to take and collect children from school either in the car or walking. The childminder is suitably qualified and has also completed safeguarding training. Security in the home is good. Both the front door and inner door remain locked when children are present. All visitors identification is vigorously checked and their attendance is recorded. The childminder and his co-childminder supervise children well at all times and children are always within hearing and usually within sight and hearing. However, during the inspection it was found that the childminder does not consistently manage children's behaviour appropriately. He fails to deal with situations

immediately, which means that children may have forgotten what they have previously done. Therefore, children do not learn how to manage their behaviour and are not being taught about the consequences of their actions.

The childminder has an appropriate understanding about his responsibilities in meeting the learning and development requirements. He is fully aware of his key children's interests and next steps. However, he has not developed the educational programmes to fully promote children's communication and language development to meet all children's individual needs well. Nonetheless, children are making suitable progress in most areas of learning and development.

A very good partnership with parents has developed with both childminders. Detailed information is regularly shared with parents through both verbal and written communications. Parents received detailed information in a handbook when they start about the setting's policies and procedures and written parental permissions are obtained. The childminder regularly shares the child's learning journal with parents and visits parents at home to discuss their child's progress. This helps parents feel fully involved in their child's care. Parents spoken to on the day were extremely positive about the childminder and the care he provides. They spoke very highly about his caring nature and how well settled their child is with him. There are good partnerships with other professionals developing and information is regularly shared between them, so that all adults are able to contribute to children's learning.

The childminder is very well organised and has a detailed evaluation folder. In this folder he has detailed how the recommendations from the last inspection have been addressed successfully and what changes he and his co-childminder have put into place. He has completed a detailed evaluation of his practice and identified some areas to improve, which demonstrates a commitment to continuous improvement.

### **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>	EY273956
<b>Local authority</b>	Swindon
<b>Inspection number</b>	952635
<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>	25/10/2011
<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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