

Inspection date	26/02/2014
Previous inspection date	25/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 are happy, keen to learn and rapidly growing in self-assurance because of strong relationships with the childminder.
- Children make good progress in relation to their starting points at entry and their capabilities as the childminder provides many interesting experiences for them that she bases on their needs and interests.
- Children benefit from the vibrant support and the co-childminders' good teamwork so they have much fun and are enthused to learn.
- The childminder establishes positive partnerships with parents and other providers to develop an effective shared approach that supports children's changing needs well.

It is not yet outstanding because

- Children do not always benefit from opportunities to respond to questions and join in adult-led and routine activities to maximise their learning.
- The childminder does not make the best use of the garden as a learning environment for children to cover all the areas of learning, particularly during the winter months.

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 the childminder's home and garden.
 - The inspector had discussions with the childminder, children and parents.
- The inspector sampled a range of documentation including children's records,
- planning, safeguarding procedures, policies, self-evaluation and improvement plans, training records and other relevant documents.

Inspector

Angela Cole

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband, adult daughter and older son in Haydon Wick, a district of Swindon, Wiltshire, close to shops and local parks. Her husband is also a registered childminder and they work together. The childminder takes and collects children from local schools and pre-schools. The ground floor of the childminder's house is used for childminding, together with a first floor bathroom and a bedroom for overnight care. There is an enclosed garden with an all weather surface for children's outdoor play. The co-childminders have another house, which is available for them to provide childcare and no overnight care is provided at this house. Currently this property is not in use so it was not visited at this inspection. The childminder offers care each weekday, before, during and after school and during school holidays. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder has 13 children on roll including five children in the early years age range. The co-childminders together have a total of 26 children on roll. The childminder currently supports children learning to speak English as an additional language. She 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 further improve the quality of the early years provision the provider should:

- extend children's learning through improving teaching techniques, for example by always giving children time to think, make choices and join in adult-led activities
- 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

The childminder has a good understanding of how children develop and learn through her experience of caring for children of different ages. She gains a thorough overview of their starting points from parents and through her perceptive observations of their play. Consequently, younger and older children make good progress in their learning and development as they explore the stimulating activities and experiences available. The childminder has a robust understanding of how to check her detailed observations against the aspects of the areas of learning. The childminder ably uses children's interests to plan

for what they need to learn next. She has established a flexible routine that enables children to feel secure and to learn. This includes quieter times that follow children's own need for rest. The routine also includes energetic play in parks and interesting trips out, including shopping for snack foods. Children effectively learn about the world around them as they regularly explore the field adjacent to the house and discuss photographs of their families.

Children gain particularly good personal skills as they play cooperatively for lengthening times. They gladly care for new children and willingly negotiate to share equipment and toys, for example to complete puzzles. The childminder effectively uses children's play choices to settle them and extend their language skills, for example about a toy dinosaur. She often encourages their efforts to describe what they are doing and skilfully extends this by offering new words. The childminder focuses children's attention on a range of mathematical words in themes and in conversations, for example about eating certain foods 'first' or 'last'. She strongly supports their growing understanding about numbers as they build towers and count bricks to compare the heights. The childminder effectively introduces other language in rhymes and songs, emphasising rhyming words. Children gain good early writing skills as they freely draw and paint using chosen colours.

Children develop good use of their small muscles, for example in play with wire puzzles, to move items precisely where they wish these to be. Children receive strong encouragement to use all their senses, including as they watch ripening tomatoes and eat these for their snacks. They enjoy using their imagination playing with puppets to tell familiar stories. Children often confidently carry out their ideas by fetching items they need and doing things for themselves. However, the childminder does not maximise children's involvement, for example to choose stories and songs or to prepare and clear away meals. This approach slightly reduces children's opportunities for decision making and participating. Nevertheless, children concentrate and persevere well. As a result, they effectively gain independence skills to stand them in good stead for their next stage in learning and for their eventual move to school.

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

Children benefit from secure attachments with the childminder because she is particularly sensitive to their individual needs. She provides ample time for both children and parents to settle and to feel secure with the arrangements and provision offered. As a result, children are confident and motivated in their play and learning. The childminder has a calm and caring approach and her well-established routines enable children to feel safe. Children receive much support and frequent praise from the childminder and their achievements are valued. This effectively heightens their self-esteem.

The childminder promotes children's independence as they set out equipment for what they wish to do. As a result, their behaviour is good and they tidy away their toys whenever asked. Children play cooperatively and show concern for other children, which develops their social skills well. They begin to learn about differences and value what younger ones do. Overall, the childminder provides a good selection of accessible

resources and equipment so that children benefit from an attractive learning environment. Children eagerly play outdoors after snack time with the, attractive physical equipment. However, the childminder has not developed a wide range of accessible outdoor resources covering all areas of learning all year round. This slightly limits children's opportunities for learning in each area.

The childminder provides strong guidance and support to help the children keep safe. She makes her expectations clear so that children respond, for example to remove their outdoor footwear to keep the playroom floor clean. When outdoors, the childminder reminds children to be aware of what is around them as they walk along the paths. She checks that children use equipment that is relevant to their needs and abilities, while enabling them to explore and investigate for themselves. As a result, children learn about appropriate risk taking in safety.

Children gain a good understanding about a healthy lifestyle. They spend significant periods of time out of doors during the day. They are active and benefit from much fresh air as they run, climb, pedal and balance. Children eat a balanced diet, including fresh fruit and vegetables that they help to grow. The childminder introduces different tastes and textures for children to try so they extend their diets. The childminder manages children's personal care sensitively to meet their needs and to support their growing independence, including in hygiene and dressing.

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

The childminder's understanding of how to keep children safe is strong. She has good knowledge of child protection issues. She is familiar with the current referral procedures of her Local Safeguarding Children Board if she has a concern about a child. The childminder's risk assessment of the premises and equipment shows detail, including about security, use of stair gates and appropriateness of resources. The childminder's assessment of risks to keep children safe when they are away from the premises is strong, for example on school runs. As a result, children are secure and safe.

The childminder has a good understanding of the learning and development requirements. This is particularly so in assessing what individual children need to learn next in each area of learning. The childminder makes good use of early years materials to monitor children's stages and progress. She has well devised plans to carry out progress checks for each two-year-old child. This analysis helps to check whether children need support from outside agencies to close their gaps in learning. The childminder engages in continuous self-evaluation to identify her strengths and areas for development in her chosen vocation. She values feedback gained from her co-childminder and parents and that gained through young children's preferences. The childminder is implementing recommendations from the previous inspection effectively regarding linking with other professionals and supporting children to develop life skills. The childminder makes clear plans to develop her practice to improve outcomes for children. For example, she attends considerable training to enhance her provision for children and their families.

Partnership working is good. The childminder has a clear understanding of reasons to liaise with children's key persons at shared settings. She establishes direct links with other providers to achieve further consistency for shared children. The childminder uses a helpful variety of communication techniques to establish strong day-to-day working relationships with parents. She visits new parents in their homes to gain in-depth information about their children's stages and routines. The childminder and parents keep each other well informed about their children's activities and progress through daily, in-depth conversation and sharing of the children's learning records. Parents particularly value the flexible care and learning that the childminder offers. They say that their children 'always look forward to their time with her and return happily with many a tale to tell.' They appreciate that the childminder 'works extremely hard to provide really good childcare' and 'meets the needs of the children 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

Unique reference number	EY273961
Local authority	Swindon
Inspection number	952636
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25/10/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

