

Inspection date

Previous inspection date

25/03/2014

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

- The childminder sensitively settles children into her care and develops warm and caring relationships with them. As a result this helps children to feel safe, secure and supports their emotional well-being.
- The childminder provides an imaginative and engaging variety of fun experiences and resources which are offered through a good balance of child-initiated and adult-led activities. These are used effectively to build on information from parents about children's interests and capabilities to encourage and support their ongoing learning and development.
- The childminder has established strong partnerships with parents, which highly contribute to meeting children's individual needs.
- The childminder assesses and monitors children's learning and development effectively to promote good progress.

It is not yet outstanding because

- The garden is not fully developed to offer children more diverse and challenging experiences outdoors, across all areas of 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 compulsory part 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 main downstairs rooms and interacted with the children.
- The inspector spoke with the childminder at appropriate times throughout the inspection and discussed activities with her.
- The inspector looked at children's development records and a selection of policies.
- The inspector checked evidence of the suitability and qualifications of the childminder.

Inspector

Sandra Woolley

Full report

Information about the setting

The childminder registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2013. She lives with her husband and their two children in Swindon. Childminding is contained to the downstairs of the home only; there is a toilet downstairs and children have access to a secure rear garden. There are currently three children on roll all within the early years age group. The childminder provides care all year round from Monday to Friday except Bank Holidays and family holidays and will care for children before and after school.

The childminder visits the shops, post office, library and play areas on a regular basis which are all within easy walking distance. The childminder holds a Diploma in Childcare at level 3.

What the setting needs to do to improve further

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

- improve children's scope of discovery and exploration outdoors in the garden by offering richer and more diverse play experiences across all areas of learning.

Inspection judgements

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

When a child starts with the childminder she discusses their particular abilities, needs and interests with their parents. An 'All About Me' sheet and a 'My Day' sheet, which includes the things the children like doing at home, are completed. The childminder uses this information along with her observations to establish each child's capabilities and starting points. The childminder uses ongoing observations that enable her to plan activities and offer support or additional challenge tailored to each child's emerging skills and stage of development. Clear and relevant written observations, supported with photographs, are recorded in a learning journey folder for each child.

The childminder links observations of children at play to the seven areas of learning to ensure any next steps are clearly identified and used to inform the future planning of activities. Children's good progress is evident and they are developing the skills and confidence that will support them for their future learning and their eventual move into school.

The childminder has developed positive relationships with parents. They are able to view their child's learning journey folder at any time and contribute frequently, thereby promoting a united approach to their children's learning.

The childminder has an appealing variety of resources, which are very well organised at low-level. These are labelled with pictures and words, making them easily-accessible and ensuring that all children can choose toys and activities confidently. This allows them to engage in exploratory play and develop their independent learning.

Children are keen and motivated to learn and enthusiastically explore the activities available. The childminder offers a good balance of child-initiated and adult-led activities and actively and skilfully gets involved to effectively support children's learning. For example, the children choose to play with dough and she skilfully follows the children's lead. The childminder joins in their play, chatting, asking open-ended questions and extending their vocabulary sensitively without disrupting the flow of play. She also extends this play quite naturally when one of the children expressed that they wanted some spoons to play with. She introduces new words and raises the children's awareness of size by talking about large and small spoons. She also provides a bowl of flour for the children to spoon out onto the table to roll the play dough in, and this provided the opportunity for the children and the childminder to count out spoonful's of flour together. This language supports children's mathematical awareness.

Children have opportunities to take part in role-play activities with play kitchen resources and real pots and pans. They enjoy pretending to make cups of tea to drink and pretending to have a picnic with small world play resources, which promotes their imagination. Using remote control toys supports children's use of technology. Children complete floor jigsaws, engage in hand printing using a variety of paints and have opportunities to take part in cutting and sticking activities using real tools, such as scissors. These experiences all support the development of the children's physical, manipulative and creative skills.

Children sing favourite songs and rhymes and freely choose books to look at and enjoy with the childminder. The childminder plans trips out every day to a variety of places that include the local library, park, supermarket and post office. The children particularly like taking letters to the post office to post. However, the garden has not been fully developed to offer the children more opportunities to take part in discovery and exploration across all the areas of learning and development. This slightly reduces learning opportunities for those children who are more active learners and prefer to be outside.

Overall the childminder helps children learn through providing enjoyable, stimulating learning experiences that are based on knowing the children very well. She knows the starting points of the children and understands how to effectively support their learning and development so they are ready for the next stage of their learning and school.

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

The childminder's home is a welcoming and stimulating environment for young children. She works closely with parents to sensitively settle children with the move from home into her care. Information gathered from parents and the children helps her to get to know

each child's likes and dislikes, home/first language and routine/nap times. Parents complete an 'All About Me Sheet' about their child and a very detailed 'My Day' sheet. These give details of what the child likes to do at home and the childminder continues to use this information after the child has started. This results in the childminder knowing the children in her care very well, enabling her to meet their individual needs and promote their well-being and independence. The childminder values children's individuality and is mindful and respectful of different cultures and beliefs. Children who speak English as an additional language are well supported.

The childminder is warm, caring and attentive and children develop positive and trusting relationships with her, which supports their emotional well-being. They clearly feel secure with her and remain comfortable and at ease when a visitor arrives at the home.

The childminder is a good role model to the children through her lovely, calm manner. She treats the children with respect and kindness, resulting in the children being considerate of one another and there are clear reasonable boundaries of behaviour. The children are very happy, confident and inquisitive, which is building a good foundation for their future transition to school.

Children's healthy lifestyles are very well promoted through trips out in the fresh air every day and healthy food choices for example, vegetables for snack. There is a healthy food poster on display for parents to easily access. Children can rest or sleep according to their individual needs, in a quiet area of the living room. This means they wake up refreshed and ready to resume their play.

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

Children are kept very safe as the childminder fully understands her role and responsibility to protect them from harm. She has completed safeguarding training, has a clear and comprehensive safeguarding policy and understands the procedures to follow if she had concerns about a child. The childminder understands the importance of risk assessments and is vigilant to minimise hazards, enabling children to play freely and safely. The childminder also has evacuation and fire drill procedures in place. A good adult to child ratio is maintained enabling children to receive high quality care and teaching.

The childminder has a secure understanding of child development, how children learn and she understands about the seven areas of learning and development. The childminder closely monitors the children's progress and plans the activities and experiences for them accordingly to ensure that they are well supported in making good progress and any gaps in their learning can be closed.

The childminder continually reflects on her practice and identifies any areas in which she could improve the provision she offers. She actively seeks and welcomes parents' views and feedback and the views of the children in her care appropriate to their age and stage of development. The childminder attends regular training to keep updated with relevant

legislation. She has attended food hygiene training and fire safety training, which has improved practice in these areas.

All required documentation is well maintained and readily available for inspection. Comprehensive details are gathered about each child and written parental consents are obtained to ensure children are cared for according to parents' wishes. Information such as, training certificates, policies and other relevant information, is shared with parents.

The childminder establishes positive and trusting relationships with parents and promotes a regular and open exchange of communication between them. This ensures parents are well informed and individual children's needs are met and their welfare promoted.

The Childcare Register

The requirements for the compulsory 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	EY464073
Local authority	Swindon
Inspection number	935657
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 8
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
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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