

Inspection date

Previous inspection date

28/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 benefit from a welcoming environment, where the childminder builds warm relationships with them.
- The home provides a clean and safe place for children to play, with a suitable range of good quality resources.
- The childminder is well organised and maintains clear records. This helps her to provide parents with verbal and written details about their children's development.
- The childminder demonstrates a positive attitude to improving her provision through attending training to develop her skills in supporting children's development.

It is not yet good because

- The childminder does not always support children effectively in all planned activities. This means they lose interest and do not benefit from the learning experiences.
- The childminder does not successfully support children's emerging language at all times.
- The childminder does not extend children's healthy lifestyles further through vigorous outdoor activities in all weathers, and allowing them to help prepare the food they eat.

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 the childminder and children engaged in activities.
- The inspector discussed childcare practice with the childminder.
- The inspector looked at a range of documents including suitability records, children's records, training records and the childminder's self-evaluation.
- The inspector took account of the views parents spoken to on the day and through parental feedback letters.

Inspector

Karen Prager

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in the Freshbrook area of Swindon. Children have use of two main rooms for play, a lounge area and dining area. Children also have access to an enclosed garden for outdoor play. The family has a pet dog, bearded dragon and rabbits. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder currently cares for three children in the Early Years age range who attend on a part time basis. There are also two older children who attend some days before and after school.

What the setting needs to do to improve further

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

- improve systems for planning so that all activities appropriately engage and challenge each child.

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

- extend children's development of language, by asking more open ended questions and encouraging them to vocalise through singing songs, and repeating familiar phrases
- support children's understanding of healthy lifestyles through increased opportunities to play outside and to be involved in helping with preparing food.

Inspection judgements

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

The childminder provides a range of activities, which support the children to make steady progress in all areas of learning. The childminder works well with parents to help children settle in her care. She makes an accurate assessment of what they can do, based on discussions with parents and her observations. She plans activities for children taking into account their next stage of development. However, she is not confident in how to support children through effective teaching so that they are inquisitive, keen to try activities and actively engage in what she has planned. This means that she does not

always do enough to help children become interested, for example, in handling tools, such as paintbrushes and making marks on the paper. However, children enjoy most experiences and activities and are developing the necessary skills to support them for their next stage, such as pre-school and school.

The childminder interacts warmly with the children. She speaks clearly and uses single familiar words with young children, which appropriately supports their developing communication and language skills. As a result, they are starting to use these words to communicate with their friends. However, she sometimes asks too many closed questions, which limits children's responses. Although children sing some songs, such as 'row the boat', the childminder does not extend the range, so children learn new songs and listen to repeated phrases. Children encourage their friends to join them in their play, demonstrating that they feel confident with others.

The childminder keeps a record of children's progress so that she is aware of their next steps of development. She shares her knowledge of the children and these records with parents so they are aware of their children's development and find out how they spend their day.

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

The childminder provides a warm and welcoming environment and is gentle and sensitive in her approach. This effectively supports children's emotional and physical well-being and helps them to feel safe and secure. As a result, they gain confidence as they leave their parents at the start of the day. The childminder knows the children well; she works closely with parents to find out about routines and the children's interests. She acts as a good role model to the children and supports them effectively to recognise their feelings and behave well. This helps children as they develop friendships with others as they learn about taking turns and sharing.

The childminder teaches children about keeping themselves safe. She talks to them about crossing the road safely and about what they can and cannot touch. Children take part in the emergency evacuation procedure so they are familiar with the routine to get out of the house quickly and safely if necessary. Children choose from good quality toys, many of which are within easy reach around the living room. This supports children to make independent choices and develop their own play.

Children are beginning to learn about healthy lifestyles. The childminder helps young children to wash their hands before they eat and talks to them about why this is important. All children have their own hand towels, which helps to prevent the spread of infection. Children sit well for snacks and meals. The childminder provides food if required by parents. The childminder does not involve children in the preparation of snacks or meal times; this means she does not fully develop and build on children's independence, and encourage them to explore food and try new textures and tastes. Children spend some short periods of time outdoors, so they can benefit from the fresh air and get some exercise in the garden, or the local park. However, the childminder does not extend this

area of children's development so that they spend more time outside to explore and be more physically active. The childminder prepares children appropriately for their next stage in learning.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She carries out detailed risk assessments for her home, garden and for any outings she takes children on. She has taken steps to minimise the risk to children by providing a separate area for her dog, away from the children. These steps contribute to keeping children safe when in her company. The childminder has a good understanding about the procedures to follow if she has any safeguarding concerns about children in her care. She keeps detailed records of any accidents that children may have and shares these with parents on the day.

The childminder has a developing knowledge and understanding about the learning and development requirements. She carries out regular observations, assessments and planning to help her meet the needs of the children in her care. She is able to identify children's starting points, interests and then plan for their next steps to help her support children's learning. There are positive partnerships with parents. The childminder share regular information, including their children's development record with them. Parents are encouraged to comment about their children's progress and learning. The childminder welcomes feedback from parents on the service she provides. Written letters contain very positive comments about the childminder and the care provided. At the inspection, parents positively report about how happy they are with the care and with how well their children have settled with the childminder. The childminder is aware of the benefit of sharing information with others who care for children to promote continuity in care and learning.

This childminder evaluates her practice to suitably identify her strengths and areas to improve. She is well organised with her paperwork. She demonstrates a drive to improve through attending training so that she can build on her knowledge of how to support children's learning and development. She also values support from other early years professionals.

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	EY466069
Local authority	Swindon
Inspection number	934964
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	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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