

<b>Inspection date</b>	07/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 make good progress in their learning and development because they enjoy a wide range of experiences and interest and motivate them.
- Children's language is consistently supported by the interaction that is warm and this helps build their vocabulary.
- The childminder makes strong bonds with the children and this makes sure that children feel safe, secure and progress well in their learning.

#### **It is not yet outstanding because**

- Information for parents is generally computer based; therefore not enough provision is made for those with no access to a computer.

## 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 children at play indoors and outdoors.
- The inspector sampled paperwork including policies, risk assessments and children's individual profiles online.
- The inspector discussed the provision with the childminder at appropriate times during the inspection.
- The inspector spoke to parents to ascertain their views on the provision

## Inspector

Shirelle Norris

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband who is also a registered childminder and their daughter who is in the early years age range. They live in a house in Bradford-on Avon, Wiltshire, close to shops, parks, schools and public transport links. All areas of the property are used for childminding and toilet facilities are on the first floor. There is an enclosed garden for outside play. The childminder provides overnight care for a maximum of two children. There are currently a total of nine children on roll. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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

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

- Develop clearer options in which parents can print information about their children's learning to celebrate children's learning

### Inspection judgements

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

The childminder teaches the children to achieve their potential because she has a good understanding of the Early Years Foundation Stage. Opportunities for the children to increase their learning and development are offered instinctively as the childminder has a good awareness of where the children are in their development. She knows how best to progress the learning and this is done with parental input.

Posters that encourage learning are placed around the rooms, shapes, numbers and letters are referred to as children play. The childminder teaches the children to take turns and respect each other; the children learn to sing each other's names using a "Hello" song. They learn to use their voices using sound ranges, loud and soft intonation helps emphasise the welcome song. This supports their listening skills and subsequent communication development.

Continued themes throughout the week mean that children have continuity in their experiences, treasure baskets each day use a different colour to learn and children identify the colour with confidence. Planned activities have been devised to ensure that each child's interests are taken into account. The setting offers children a spacious, warm learning environment where they feel safe and secure. Relationships with parents are strong and this offers a secure foundation for children's settling in period.

The childminder has high expectations and a positive attitude to find the most effective

ways to collect information. This then informs how she plans to meet the needs of the children. Individual profiles are kept up to date securely on online systems. This method of record keeping allows rigorous systems of gathering vital information to link to the Early Years Foundation Stage. Although the techniques are progressive there is not always an option for parents who do not have the use of a computer to obtain information.

The childminder has a keen perception of when to intervene when children are learning, she is able to use instinctive, timely ways to support and consequently promote learning. Children's language skills are consistently promoted during the activities. Stories, songs and general conversations happen continuously throughout the day and these opportunities stimulate children's communication. The childminder is German and is able to enhance children's language development with the use of her native words. When children listen to stories or sing to signify the next phase of the session the childminder naturally uses German words. The children grasp the words with enthusiasm and as a result their opportunities to learn new words in another language broaden their understanding of the world.

The teaching nurtures exploration and curiosity. Children are encouraged to ask questions, add their ideas to the session and their input is valued. Children participate in activities that celebrate diversity and value cultural traditions. This happens because the childminder plans an overview of the year to include special celebrations, like Chinese New Year and St. Patrick's Day.

Outdoor play offers children the prospect of growing vegetables and role play in the 'mud kitchen' area. The childminder encourages outdoor play and has a clear understanding of how best to utilise the space there is to seize learning potential for the children. A 'mud kitchen' has been provided for children to extend their imagination and role play outside; this has a positive effect on the children's exploration and curiosity.

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

The childminder works together with her husband and each take responsibility for their key children. This means that children and parents are given a point of contact that particularly focuses the development and well-being of the child.

The childminder fosters a positive attitude that has a distinct effect on the children's behaviour; they are polite, kind and eager to learn. Daily routines are planned to give the children opportunities and time to learn with adult support and time to learn independently; children know they can ask for support whenever they need it.

Children are encouraged to become independent. For example, when children prepare for an activity they take time to tidy away the toys and learn where everything belongs. This adds a sense of ownership and consequently promotes self esteem. Children also learn about traditional customs and have multi-cultural resources to play with to encourage them to learn about the world we live in. For example children make 'Valentine's Monsters' and celebrate the custom with fun. These activities capture their imagination and broaden

their outlook. Activities are adapted to ensure that every child is given the opportunity to participate and produce an end product.

At focussed times children's input is seriously valued, children add their opinions and the childminder takes time to listen patiently. The children behave well because they are aware of their boundaries and have a constant awareness of what they are doing next. The environment, both indoors and outdoors has been created to stimulate play and interest and this results in secure, settled happy children.

Children are given healthy food and home cooked meals that promote a healthy lifestyle. The childminder takes opportunities to support learning about healthy food and the importance of creating good habits for the future. The childminder teaches children with an assured knowledge and consequently children are ready for their next stage of learning.

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

The childminder has devised systems of managing the day to day running of the provision with foresight and a keen technological understanding. A website and online access for parents mean that effective methods have been arranged to provide those parents with computer access parents with instant and constant communication. The effect of this system is that parents genuinely feel connected to their children's learning and can contribute to the way in which the provision operates. Suggestions made by parents are considered sincerely and acted upon. For example, recently e-diaries have been used instead of a communication book and parents find this more beneficial.

Although the majority of the systems are monitored online the safeguarding procedures are thorough. They have been carefully considered to ensure material can only be accessed by parents through a secure link. The childminder has completed safeguarding training, so she is aware of the procedures to follow if she is concerned about a child. Children's safety is monitored through ongoing risk assessments, this helps to minimise accidents. Safety precautions like stair gates, cupboard locks, door jammers and fireguards help create a safe environment for children.

Teaching is effective because the childminder has a good understanding of what is required to make certain children achieve their potential and progress their learning. This information is used to evaluate the provision and plan to provide a good learning environment for children. The childminder has an enthusiastic attitude that drives for improvement and the pursuit of offering flexible, versatile childcare to best suit specific family circumstances.

Partnerships with parents are strong. This is mainly because the childminder has robust systems of communication that parents appreciate. Feedback forms demonstrate a positive consensus of opinion with comments such as "look no further" when looking for "safe, creative, fun and friendly" provision. Parents are given plenty of opportunities to find out about what activities are planned; weekly newsletters give an exemplary method

to exchange information. Documentation set up to incorporate efficient structures include risk assessments for outings and the day to day running of the provision. The childminder makes sure that the requirements are met completely and efficiently with consistent monitoring.

### **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>	EY463580
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	931601
<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>	9
<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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