

<b>Inspection date</b>	16/06/2014
Previous inspection date	16/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 has a good understanding of how children learn, which means she provides challenging and stimulating activities based on the needs and interests of individual children.
- Children are safe in the childminder's care, as she implements effective policies and procedures and supervises children very well at all times.
- Children readily access a good selection of resources, equipment and visit community activities on a regular basis.
- The childminder evaluates her setting well so that children continue to receive a very good standard of learning and care.

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

- The childminder occasionally misses opportunities, during activities, for children to use numbers and counting during their play in order to extend children's mathematical skills.

## 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 all downstairs rooms indoors and outdoors.
- The inspector looked at children's learning records, self-evaluation, safeguarding procedures, children's records and a selection of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through discussions with the childminder, parent questionnaires and letters.

## Inspector

Julie Swann

## Full report

### Information about the setting

The childminder was registered in 1999. She lives with her husband, and their three adult children in a detached home in Abbeymead, Gloucester. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. There are currently 14 children on roll who attend at various times across the week. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to the local school to take and collect children. The childminder attends parent and toddler groups and goes for walks within the local community. The childminder is a member of the Quality First childminding network.

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

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

- improve opportunities for children to use numbers and counting during their play and activities in order to enhance their understanding of simple calculation.

## Inspection judgements

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

The childminder uses her secure knowledge of the Statutory framework for the Early Years Foundation Stage very effectively to support children's learning and development. The childminder completes regular and precise observations and assessments of children and then uses this information to plan and enhance further learning experiences. This results in children making good progress, given their starting points and prepares them for their future learning in school when the time comes. Children's individual folders provide a useful record of their progress and contain examples of the wide range of activities that they have enjoyed. Older children write comments in their folders and take delight in being given the responsibility to do this. As a result, children gain considerable social and learning skills to stand them in good stead as they move on to the next stage in their education. Parents are included in their children's learning from the beginning as they contribute information about children's starting points. This continues as they regularly share their knowledge of their children's development, interests and learning from home.

The childminder places a strong significance on promoting children's confidence and communication skills. Children are encouraged to speak and listen in a range of situations, such as rhymes, songs and stories. The childminder skilfully extends language by asking questions and repeating back statements to encourage children to extend their sentences and ideas as they play. For example, when a child says, 'flower', the childminder says, 'yes, a pink flower'. She questions children skilfully so that they are challenged in their learning and make good progress. For example, the childminder asks a young child to find

a picture of an apple in the book or to see how a toy 'cat' and 'dog' can fit into the 'farm pen' and to think about the different animals, where they may live and the sounds they may make. This enables children to recount events and talk about similarities and differences in the world. The childminder gives good support to help the children develop literacy skills, by involving them in stories, and helping them recognise the pictures and labels in the home. The childminder provides a wide range of exciting toys and resources, which children choose for themselves. Children learn how to operate equipment, such as a camera and the childminder encourages them to participate in a variety of creative activities, to draw and write, and support their developing ideas. For example, they regularly explore paint and different textures and materials.

Children's mathematical skills are effectively supported overall. For example, the childminder encourages the children to match colours that are the same and she encourages the children to find and identify different colours and shapes during play. Children learn about number in a range of situations. For example, how many blocks they have used to build a tower. However, overall the childminder does not always fully extend and build on the children's mathematical learning to introduce them to simple counting and number problems. This means they have fewer opportunities to count and learn about adding and subtracting items as they play and during daily routines, such as snack time. Children enjoy being outside where there is a selection of physical activities and equipment. This includes sit-on rides, pedal scooters and a variety of different sized balls to hit with bats or to roll and kick. These activities enhance children's physical skills by providing different challenges. Children grow fruit and vegetables in the garden and harvest the fruit with enthusiasm. These first hand experiences effectively develop children's awareness of nature and the environment.

Children develop their understanding of diversity effectively and play with resources that reflect positive images of a wider society, such as books, dolls and play figures. They learn about different festivals and celebrations during the year, such as Easter and Chinese New Year. The childminder is aware of completing the children's progress check at age two and information is collated to enable these to be ready when required. She understands how to involve parents and other carers in the assessment process and together they monitor the children's progress. The childminder works in partnership with other providers to ensure children are well prepared and ready for transition to school.

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

The childminder's caring, attentive practice enables children to form strong bonds and good emotional attachments to her. Very young children feel secure and safe as they build their confidence to gradually move away from the childminder as they explore and play. Children's behaviour is good and the childminder uses consistent methods, and age and stage appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children learn through gentle reminders during play and effective distraction techniques promote good sharing of favourite toys. The childminder plans the environments well by ensuring there are varied resources laid out that are well presented to encourage independent choice in different areas of the room. This helps children to

choose from a wide variety of resources and experiences which are easily accessible. The childminder ensures these are safe and suitable as she sets them out ready for the children before they arrive. Children learn about safety because the childminder teaches them how to use the different resources and equipment appropriately. Children know they must walk, and not run, in the house and sit on their chairs correctly. The childminder records all accidents and these are fully shared with parents on the day to ensure all appropriate procedures are followed in relation to children's safety and security.

The childminder takes children to the local toddler group and regularly meets up with another childminder in each other's homes. This enables children to meet up and play with other children, and make new friends, which supports their personal and social development well. Children enjoy healthy and nutritious meals and snacks, acknowledging any specific dietary needs or preferences as detailed by parents. They use all of their senses as they smell the banana and strawberries and try new tastes. The childminder reinforces healthy lifestyles as children have walks and outings daily and also play actively indoors and in the garden. The childminder is vigilant about children's safety and they are supervised well at all times. Children gain a good understanding of how to keep themselves safe as they independently help tidy away toys to leave clear spaces to walk and play. Children are supported well to develop an awareness of their own toileting needs as they independently visit the bathroom, and the childminder sensitively encourages them to wash their hands. Good nappy changing procedures are followed for babies and toddlers. The childminder obtains useful information about the children's care routines from parents during settling-in times. This is so that the children's routines can be followed and these are comforting and familiar to the children. She suggests that parents bring items from home, such as comforters. This helps to ensure the transition from home to the childminder's setting is as smooth as possible for the children.

### **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 of the Early Years Foundation Stage. She has a very clear understanding of child protection issues and is confident about the procedures to follow in the event of a concern about a child in her care. Safeguarding procedures are readily available and they are informative to demonstrate to parents the childminder's role in keeping children safeguarded and what happens if there are concerns. The childminder is well organised and has a comprehensive range of policies in place which support her good practice. Policies are shared with parents to ensure they are clear about how the provision operates and so they are clear about the service she provides. Procedures regarding the use of mobile phones and cameras are implemented. The numbers of children the childminder cares for, and the times they attend, are recorded. All necessary checks have been completed for members of the household aged 16 years and over.

The childminder has a good knowledge of how to implement the learning and development requirements for differing ages and ability groups she cares for. The childminder monitors children's learning through the observations and assessments to

ensure children make progress. This includes the ongoing provision of activities and resources to develop children's learning relevant to their individual needs. The childminder monitors her practice through ongoing self-evaluation. She accesses training that she feels will develop her knowledge and skills and, therefore, improve her practice for the children who attend her setting. The childminder seeks the views of parents through daily discussions and invites their suggestions through questionnaires as to how she can improve the service she provides. To ascertain the views of the youngest children, she uses observations to assess their enjoyment of the setting and the activities she provides, and uses the information to inform future planning. The childminder has implemented comprehensive risk assessments, and takes account of all areas which children have access to. The process is effective in identifying and minimising risks to children because the childminder carries out daily checks and records these.

There are currently no children on roll with special educational needs and/or disabilities or who speak English as an additional language. However, the childminder recognises how important it is to communicate well with parents and other professionals to ensure their good practice meets the needs of all children. She understands clearly the need to treat each child as an individual, and to value this and provide the very best for them. For children who attend other settings, the childminder is establishing some good partnerships. She shares general information with nursery staff in agreement with parents. The childminder keeps parents well informed about their children's time with her and their progress, for example, through sharing children's learning journals. Parent's comments are valued and systems to enable parents to contribute to the assessment of their children's progress are good. Parents complete questionnaires through the year to provide feedback for the childminder including thank-you cards. Parents' comments are very complimentary about how professional the childminder is and that their children are very well cared for.

### **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>	101056
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	965244
<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>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/12/2013
<b>Telephone number</b>	

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

