

<b>Inspection date</b>	17/06/2014
Previous inspection date	01/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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## **The quality and standards of the early years provision**

### **This provision is good**

- The childminder is well organised. She provides a safe and welcoming home environment for children.
- The childminder develops positive relationships with parents. This helps her in getting to know all children well and meet their individual needs.
- Children make good progress because they are eager to learn and the childminder interacts with them well.
- The childminder evaluates her practice and attends further training to develop her skills. Consequently, she improves her practice and outcomes for children.

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

- The childminder does not always organise and use her resources imaginatively to sustain children's interest and fully extend their learning.
- The childminder does not label her resources consistently. Consequently, it is confusing for children to recognise letters or their name because letters do not always look the same.

## 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 indoors and checked the safety of the premises inside and outside.
- The inspector viewed children's assessment records and planning documentation, policies and procedures and regulatory documentation.
- The inspector viewed the childminder's self-evaluation form and feedback from parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

## Inspector

Marilyn Joy

## Full report

### Information about the setting

The childminder registered in 2001. She lives with her husband and two older children in a semi-detached house on a residential estate in Durrington, Wiltshire, close to local amenities. Downstairs is used for childminding with toilet and sleeping facilities located upstairs. There is an enclosed garden for outdoor play. The childminder is currently minding a total of nine children. Of these, five are in the early years age group. The childminder is registered on the Early Years Register and 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:

- organise and use resources more effectively to fully engage and sustain children's interest, develop their ideas and extend their thinking
- help older children become familiar with words and letters by ensuring written labels and their names are consistently presented.

### Inspection judgements

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

Children enjoy a broad range of activities with the childminder. This includes learning about life cycles when planting seeds and watching them grow. Children watch the birds on the bird feeder in the garden and talk about the weather. Children eagerly sit up at the table to create their own pictures. They develop their hand-to-eye coordination as they carefully peel stickers from the backing paper and add them to their picture. However, the childminder does not routinely have a wide range of additional collage materials or scissors available for children to choose. This means older children in particular, do not have the opportunity to develop the craft activity and extend their ideas. Likewise, children enjoy dressing up but there are not always the resources readily available to extend their ideas and pretend play further. For example, bags for shopping or dollies to care for. Consequently, the childminder does not always present children with opportunities to enable them to fully extend their play independently according to their interests. On the other hand, the childminder is fully involved in children's play. She encourages their language skills well through relaxed conversations. She teaches younger children by modelling speech and reinforcing the sounds they make. She extends older children with more complex conversations and open questions that make them think.

The childminder develops comprehensive records of the time children spend with her. She

clearly records their experiences using photos and written observations as well as dairies for the younger children. The childminder accurately monitors children's achievements and the progress they are making. She identifies how she can move them forward in their learning and shares this information with parents and other settings children attend. This enables them to work together to encourage children's progression. The childminder completes the required progress checks for two-year-old children. She has clear procedures for liaising with parents and other professionals where children need additional support.

The childminder encourages older children to add their names to their pictures. Children are keen to have a go. The childminder demonstrates how to write their name. She uses a capital letter at the beginning and small letters for the remainder. This encourages children's interest in early writing and familiarity with some letters. The childminder displays some posters, although they are rather high for children to see. The childminder labels many of her toys boxes. However, she generally uses capitals when displaying letters, which can be confusing for some children. For example, it does not help them recognise or become familiar with the shapes of letters and words or notice letters in their name. Older children recognise some letter sounds and confidently tell the childminder dog begins with the letter 'd'. Children also enjoy looking at books and choose them independently.

The childminder successfully introduces simple mathematical skills with children. They learn about shapes in a practical way when making puzzles and building towers with bricks. The childminder encourages older children to find the wooden blocks with numbers on them so they can build a tower in sequence. The childminder has prepared some charts for children to follow. They match colours, numbers and shape to create a picture of a robot and create a number line from one to 20. This links with the date and weather chart they completed earlier. Some children recognise the numbers in the date and know that seven follows six so they can make 17. The childminder extends children's learning with measuring when cooking with them. Children are keen to learn and, overall, develop the skills they need in preparation for school.

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

Children are happy and settled in the childminder's care. This reflects the good settling-in arrangements, she agrees with parents. This sometimes includes visiting children in their own home as well as short visits with the childminder. This helps young children in particular develop strong relationships with the childminder which gives them confidence to play and explore. Children of all ages benefit from clear boundaries and regular routines. This helps them understand what is expected and behave well. Older children know they need to be kind to one another and wash their hands independently before lunch. Babies quickly settle to sleep because they feel safe and secure. The childminder takes children to pre-school groups and helps them gain confidence in different surroundings. This helps prepare children for the move to pre-school and school.

The childminder teaches children about staying safe in the home and on outings. For

example, children learn about road safety when going for walks and take part in regular fire drills. Older children confidently explain what they have to do if there is a fire and how to get out of the house. Overall, the childminder promotes a healthy lifestyle with the children. Generally, they learn to wash their hands at appropriate times and about healthy eating. Parents usually provide children with lunch boxes and, where appropriate, the contents are stored in the fridge so they stay fresh. The childminder offers a variety of snacks including biscuits and fruit.

Children usually play outdoors daily, either at the childminder's home or at the park. The childminder has a variety of resources outdoors to encourage children's physical skills. For example, there are wheeled toys to ride, a mini trampoline to bounce on, and sand and water to explore. The childminder teaches younger children to jump and older children to hop. Children eagerly demonstrate their new skills. Indoors, the childminder rotates resources and sets out different boxes each day. However, she does always fully consider whether they are effectively organised or presented imaginatively to engage children's curiosity. Likewise, children only make choices from what is set out. Consequently, there are times when children move from one activity to another without fully developing their ideas or their concentration. Overall, the childminder has a reasonable range of resources suitable for the children she cares for.

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

The childminder is well organised. She has a clear understanding of the Early Years Foundation Stage and her responsibilities. The childminder has an extremely informative notice board in her entrance hall and a comprehensive pack of information for parents. Consequently, parents receive plenty of information about the childminder's practice and her responsibilities. In addition, parents receive details of children's activities, routines and daily care through informative diaries, progress records and regular discussions. The childminder shares children's progress records with parents and liaises with other settings they attend. This helps her promote continuity in the support children receive. The childminder seeks parents' views by providing them with a comprehensive questionnaire. Parents' responses are extremely positive. They are very satisfied with the childminder and the care their children receive.

The childminder is keen to develop her practice and provide good experiences for children. Since the last inspection, she has made good progress. She has effectively addressed the points raised. For example, she has updated her documentation so that all the requirements are met. The childminder evaluates her practice well and this helps her identify areas for further development. For example, she has booked safeguarding and behaviour management training to improve her knowledge and skills in these areas.

The childminder implements effective safeguarding procedures. She has a clear understanding of child protection issues and knows what to do if she has concerns about a child in her care. The childminder completes risk assessments for her home and outings. This helps her identify potential hazards and introduce appropriate measures to keep

children safe. For example, the childminder stores cleaning materials and hazardous objects in high kitchen cupboards so children are unable to reach. Consequently, children are safe in the childminder's care. Overall, they make good progress in their learning because the childminder teaches them with enthusiasm and skill.

### **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>	161529
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	814260
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/02/2010
<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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