

Inspection date	02/07/2014
Previous inspection date	01/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 knows each child particularly well. Therefore, children of all ages make good progress in their learning and development in relation to their starting points.
- The childminder makes clear her expectations for children's behaviour. Children learn to respond positively and develop their willingness to share and take turns.
- Robust monitoring of observational assessment enables the childminder to have a good knowledge of each child's achievements and interests so they persevere in their play.
- The childminder makes good use of her knowledge and skills and those of her assistant to provide strong and well-communicated support to children and their families.

It is not yet outstanding because

- The childminder does not display many examples of writing using small letters to support children's early reading skills.
- The childminder does not enable children to choose freely from a wide range of resources for them to make independent decisions about their play.

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 the childminder's home and garden.
- The inspector had discussions with the childminder and her assistant and talked with children.
The inspector sampled a range of documentation, including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies, training records and information from a parents' survey.
- The inspector took account of information in letters from parents.

Inspector

Angela Cole

Full report

Information about the setting

The childminder registered in 1994. She lives with her husband in Hardwicke on the outskirts of the city of Gloucester. The childminder's house is close to a park and public transport links. Childminding takes place on the ground floor, in the conservatory, lounge and dining area. Children use an enclosed, rear garden with an all-weather surface. The family has indoor fish. The childminder offers childcare before, during and after school and in school holidays. She normally works from 7.15am to 6pm, although she will suit parents' requirements all year round, except for bank holidays and family holidays. The childminder is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are seven children on roll in the early years age range. The childminder supports children who are learning English as an additional language. She also cares for older children. The childminder takes and collects children from the local playgroup and school and attends toddler groups on a regular basis. The childminder works with her husband as her assistant and belongs to the local childminding network.

What the setting needs to do to improve further

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

- help children to increase their early reading skills by developing the range of printed materials using small letters

- give children more independence to become deeply involved in activities of their choice.

Inspection judgements

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

All children do well in the challenging learning environments created by the childminder. The childminder works hard to offer an array of interesting activities daily and encourages children to help putting toys away to provide space for the next activity. She is careful to check that all children have finished with that resource. She leaves appropriate toys out at floor level for toddlers to return to similar activities as they wish. The childminder encourages wider learning by changing resources to provide fresh experiences for children and school-age children request items with which they wish to play. Children of all ages enjoy painting and drawing. Pre-school children choose writing materials from labelled storage to 'write' menus for their 'caf'. However, some labels and notices show only capital letters, and do not provide helpful examples of writing for children to recognise. The overall outcome, nevertheless, is that all children are keen to join in, absorbed in their play and progress well. This includes children from different cultural backgrounds, who

also gain good communication and language skills in English as an additional language.

The childminder provides children with stimulating outdoor environments. She and her assistant have arranged the spacious garden with inviting play spaces. She uses these to promote all areas of learning and helps children learn about their world in particular. Children enjoy snail hunts and play with bubbles, running and catching to notice the rainbow colours. They water tomatoes and tell the childminder when these are red and ripe for picking. The childminder takes children on interesting visits, including to the library. They go on challenging walks up a hill, where they are proud of reaching the top. Here, they climb trees with ease and talk about things they see, such as birds, insects and flowers. Children are curious and inquisitive as a result.

The childminder prepares children for school well. She plans a specific adult-led activity, based on children's interests. Using this approach, she develops children's ability to sit in a group together, to listen attentively, to answer questions and to give their views confidently. Children gain these skills and attributes through careful teaching in activities they enjoy. For example, children explore celebrations and use chopsticks to eat noodles at Chinese New Year. The childminder includes children and their families in the preparation to enhance children's enthusiasm. Children bring copies of a requested book from home, as well as dressing-up clothes and musical CDs. The childminder manages story reading well. She paces her teaching, keeping children's attention and skilfully extending vocabulary. Children join in repeated words and use soft toys to tell the story. They learn about rhyming words and offer their views eagerly on how different animals sound. The childminder picks up quickly on chances to promote other learning, such as sharing, relative sizes and moving to music. She widens children's learning by suggesting appropriate linked activities, including mask making.

The childminder works with parents to learn of children's experiences and achievements at home. She celebrates 'wow' moments, while using observations of children's play to help determine what individual children need to learn next and about their particular interests. She keeps carefully documented learning journals and scrapbooks that show children's progress since starting. Children, who will not go to school for another year, can already add numbers using bricks, choosing to do so. This interest in mathematics stems from the childminder's skilled use of resources and her interaction. Children understand that the childminder values counting so are keen to do this for themselves.

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

The childminder's care practices help children to feel emotionally secure and to be physically, mentally and emotionally healthy. Children make smooth moves from home as a result of effective settling-in processes. New parents have ample time to raise questions as they settle their children and complete initial paperwork, including about their children and their routine. Children build strong relationships with the childminder and her assistant, who provide genuine warmth and affection. The childminder shows interest in listening attentively and swiftly meeting their personal needs. This approach enables younger children to feel safe and secure, giving them the confidence to develop their

independence and explore the home learning environment.

Children learn how to keep themselves and others safe. For example, toddlers learn to climb safely and children handle tools carefully, including scissors and cutlery. Pre-school and older children practise road safety and learn to take care on outings, including by a fenced canal where they feed ducks. Consequently, children gain practical experience of assessing risks to help keep themselves and others safe.

The childminder enables children of all ages to show a strong sense of belonging. For example, toddlers and older children demonstrate that they are used to the childminder's routines. They develop a good understanding of what the childminder expects of them, including listening to instructions, being polite and cooperating. The home has a calm atmosphere and the childminder makes it appear welcoming with children's work displayed. The childminder stores a range of resources in the playroom, dining room and garden so that children can choose from these. However, younger and newer children have no means of knowing what is stored away, including puzzles, to maximise their independent decision making.

The childminder teaches children about the importance of a healthy lifestyle from a young age. Children increasingly take responsibility for their personal hygiene and learn that they must wash to prevent germs, including after being outside and before eating. The childminder reminds children to drink regularly so that they do not become thirsty, especially in hotter weather. Children enjoy healthy foods, including fruit for snacks, and ask for more. They watch tomatoes and strawberries grow and undertake cooking activities to talk and learn about the nutrition value of different foods.

The childminder provides space for children to be active. Indoors they dance, hop, jump and roll. Children decide whether to play in or out of doors for considerable periods each day, including before and after school. This choice means that those children who learn better outside have good opportunities to do so. Outdoors, children become proficient at swinging and balancing. They negotiate a challenging play frame that includes a climbing 'wall' and use the space underneath for their role play. They dress in appropriate clothes for play in a paddling pool. These activities help children to develop positive self-esteem and self-help skills in readiness for the next stage in learning.

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

The childminder has a firm knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements these with care to create an environment that is child friendly. She ensures that only vetted people may have sole charge of children. The childminder has a good knowledge of how to keep children safe, including about child protection issues. Through repeated training, she is well aware of how to respond if she has a concern about a child. The childminder ensures that there are clear lines of responsibility between herself and her assistant to provide efficient day-to-day running of the setting. They complete the administration jointly, reviewing policies

and documentation to support children's welfare.

The childminder has a good understanding of the learning and development requirements. She monitors children's rates of progress closely, assessing their progress towards the early learning goals to address promptly any gaps in learning. The childminder has a good understanding of the requirements for the progress check for two-year-old children. She records her summaries of all children's achievements regularly to share with parents and to monitor the educational programme. The childminder prepares all children well for their future lives.

Partnership working is effective. The childminder develops effective relationships with other providers caring for children through conversation and exchanging summaries of children's learning. The childminder makes herself available for individual discussions with parents as they drop off and collect their children. This arrangement allows each to keep abreast of what happens in the setting and children's lives. It aids the development of strong partnerships with parents and helps to identify issues quickly so children and families get required support. Parents write comments of their children's experiences, and value the care and concern the childminder shows for children. A parent reported that the childminder 'has a lovely manner with children; she is always kind, calm and patient with them.' Parents write effusively about the 'safe, happy educational and stimulating environment' and 'plenty of play activities to enjoy'. Parents appreciate the attractive children's records from which they can take suggestions as to how they may support children's development at home.

As the childminder and her assistant work together in the same space for much of each day, they evaluate practice frequently and show pride in their work. The childminder arranges for them to attend a range of training courses together to further their knowledge and skills. She describes how training influences her practice and the difference it makes to children's progress, for example to enhance all children's creative play. The childminder implemented the action and recommendations from the previous inspection well. Consequently, she has improved the provision regarding first-aid training, risk assessment, observational assessment and self-evaluation. The childminder's actions plans are realistic to lead to future development of the provision for children. Her plans include seeking training to enhance her support for two-year-old children. She intends to give children more space to organise their belongings and to continue renewing resources to stimulate their learning. This planning shows a good capacity for continuous improvement.

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	100868
Local authority	Gloucestershire
Inspection number	813172
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	01/06/2009
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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