

<b>Inspection date</b>	07/04/2014
Previous inspection date	11/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 creates a very warm and welcoming home environment where the children feel very settled and happy.
- The childminder effectively helps all children learn new words and develops children's early language skills well.
- The childminder provides a safe and secure environment for children and understands her responsibilities to safeguard children.
- The childminder has extremely good relationships with all parents which promotes consistency of care for children.

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

- Although the childminder provides a good range of books for children, opportunities to extend children's interest in print, and to see numbers, are not extensive.
- Children have less opportunity to explore and learn about the uses of technology.

## 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 discussed those activities with the childminder.
- The inspector considered a sample of the childminder's policies and planning, and the children's learning journals.
- The inspector took account of other parents' views from written feedback.
- The inspector toured the premises to see rooms used by children.

## Inspector

Lucy Waterman

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children in a three bedroomed house in Swindon. Children have access to the ground and first floor of the property, and there are sleeping arrangements on the first and ground floors. Children have access to a fully enclosed garden for outdoor play. The family have a dog.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She currently has five children on roll of whom four are in the early years age range.

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

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

- enable children to find out about and learn how to use appropriate information technology such as computers and programmable toys that support their learning
  
- extend the use of numbers and print to further encourage children's interest in letters and numbers.

### Inspection judgements

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

Overall, the childminder has a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She completes useful observations and assessments of children on a regular basis and provides play and activities that are relevant to the children's abilities and interests to promote their learning. This results in children making good progress in their learning and development.

The childminder plans activities to support children's developing interests, and responds promptly to their immediate interests. She notices when they see the birds in the garden and encourages watching very carefully as the birds fly down to collect food, and begin to use the nesting box. Even very young children are completely engrossed by the birds and sit extremely still, fascinated by their activity. The childminder extends their learning by naming the birds and finding a book to develop their knowledge. She makes links with children's previous experiences, encouraging them to talk about feeding the ducks in the

park. This supports their understanding of the natural world. However, children have fewer opportunities to explore and find out about the uses of technology.

Overall the childminder provides a varied and interesting range of activities and play experiences. These activities engage children well and help them gain skills for their future learning. They enjoy building with the stacking toys and have great fun building up towers together and knocking them down. The childminder incorporates mathematical concepts into snack time, encouraging counting as they eat their fruit. She provides a good range of books, drawing materials and paper. This enables them to increase their early reading and writing skills.

The childminder actively engages children in ongoing discussion about what they are doing. She joins in when they are drawing and talks about the pictures using words to extend their vocabulary. She introduces new vocabulary such as, 'Whiskers' and descriptive words, for example, 'Long floppy ears'. She places a strong emphasis on encouraging children's communication and language. She sings lots of songs and rhymes and points to pictures in books encouraging the children to talk about what they see. She repeats words back to the children to increase their vocabulary and understanding. Children who also use an additional language at home have ample opportunities to use some of their home language within the setting to further reinforce their language skills. However, there is less opportunity for children to see print or numbers in the setting. The childminder interacts very warmly with the children, using eye contact and different tones in her voice to engage them effectively. This supports children's personal, social and emotional development effectively.

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

Children are cared for in a loving and caring environment where they feel secure to explore their surroundings. They have built up trusting relationships with the childminder and approach her during the day for reassurance and cuddles. As a result, children are happy, feel safe and are making good progress in their development ready for the next stage in their learning.

The childminder provides a well-resourced, stimulating home environment where children have good opportunities to move between indoor and outdoor play environments. Children enjoy daily trips outdoors when they visit local parks or childminder groups to promote their physical development and social skills. They show great excitement at the thought of going for a walk and jumping in the puddles. The childminder takes time to explain to children any changes in routine which helps children feel safe and secure. She provides a good range of quality play resources and equipment, which she stores in open boxes and bags. This ensures easy access and encourages children to independently make choices and use equipment in different ways. The childminder has effective policies in place for managing children's behaviour. She is a good role model to children and is kind and supportive to them. She supervises them and addresses any issues with their behaviour

quickly. Children show this as they behave very well and are kind and considerate to each other.

Good standards of hygiene in the home help to keep children healthy, and they are learning how to manage their personal hygiene effectively. For example, the childminder encourages children to wash their hands before mealtimes and they have their own personal hand towels. This helps to prevent cross infection and promotes their growing independence and self-care skills. The childminder has a good understanding of nutrition and the requirements of a varied, healthy and balanced diet. She encourages children to sit at their own small tables for their snack. Children eat with the childminder's family for the evening meal, which is home cooked. Children help to set out the tables and chairs, and clean the table ready for snack. This helps to develop their awareness of being safe while eating, develops their self-help skills, and promotes a social time. The childminder works very closely with parents to ensure consistency of sleep routines for young children and babies.

The childminder gives a high priority to the safety of children. She maintains effective risk assessments on the home and for all types of outings. She rarely has visitors to the home when children are there to help them feel very safe and secure. As a result, she provides a secure and safe environment for children to explore. All safety equipment is in place and children cannot access stairs or the kitchen unsupervised. Children's understanding of risk is promoted through activities, such as 'tidy up time', to prevent too many toys being left out. The childminder carefully explains that this helps to avoid falls as children play. The childminder regularly practises leaving the house with the children in an emergency to help children understand how to keep safe.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She has suitable policies and procedures in place and implements these effectively. For example, she is aware of notifying Ofsted of any significant incidents occurring. She is fully aware of the safeguarding procedures to follow if she has a child protection concern. All the required documentation in relation to the childcare arrangements is in place, which helps to promote children's welfare effectively. The childminder holds a relevant first-aid certificate, and has just completed a further first-aid course, which enables her to deal appropriately with any accidents.

The childminder is committed to her professional development. She uses the self-evaluation processes, including parental feedback, effectively to enable her to monitor her provision, and address any areas for development. For example, she makes good use of childminding groups and websites where she gets advice and guidance on how to improve her skills.

The childminder has a good understanding of the learning and development requirements. She plans experiences through a mix of adult-led and child-initiated play. She is also aware of completing the progress check for two-year-old children when required. Overall, the childminder has suitable systems in place to identify children's achievements and this enables her to assess their progress and identify the next steps for their individual learning. The childminder is aware of working in partnership with other professionals and has contact with the local school and pre-school where she is clear about having good lines of communication to support the continuity of care for children. The childminder is aware of working in partnership with parents and they value her service highly, describing it as, 'Amazing and reliable'.

### **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>	EY415232
<b>Local authority</b>	Swindon
<b>Inspection number</b>	816437
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/01/2011
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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