

Inspection date	27/05/2014
Previous inspection date	25/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are progressing well in all areas of learning and development because the childminder has a good understanding about how children learn.
- Children enjoy a close relationship with the childminder and as a result, they are happy, comfortable and well behaved in the home.
- The childminder works closely with parents and other settings children attend to ensure children's individual needs are met well.
- The childminder meets the safeguarding requirements effectively, which results in children's welfare being promoted well.

It is not yet outstanding because

- Children are not fully encouraged to take part in the preparation of meals, which means their independence is not fully developed.

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 home and garden.
- The inspector had discussions with the childminder and children.
- The inspector took into account the views of parents and carers from letters, and obtained evidence from the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, written risk assessments, and policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 2002. She lives with her husband and teenage son in a house in Chippenham, Wiltshire. Children have access to a lounge and conservatory as their main play spaces. Toilet and sleep facilities are available on the first floor of the home. There are upper paved and lower grass areas in the garden for children's outside play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll, of these seven are in the early years age range, one child over eight years of age is cared for on an occasional basis. The childminder has a dog, two cats, a rabbit and guinea pig.

What the setting needs to do to improve further

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

- develop children's independence further through increasing their participation in the preparation of meals.

Inspection judgements

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

Children are progressing well in all areas of learning, because the childminder has a good understanding about how children learn and develop. She monitors their progress well through detailed observations and assessments. She clearly identifies their interests and next steps in learning, which helps her plan activities to help their progression. Children enjoy their time at the home and are supported well in their communication and language skills. The childminder speaks to the children clearly and reminds children to listen to others, for example, when they discuss where they would like to go later in the day. Children have easy access to books and are also able to look at their own learning journals. Children talk about the pictures, who their friends are and what they were doing. They sit with the childminder as they look at their journal and talk about when they went to the woods and went around trying to find items on a map. This helps children develop their language skills as they recall and talk about past experiences.

Children develop an understanding about sharing and taking turns through clear explanations from the childminder. Some children share their toys without being prompted, for example, when children come in saying they are tired and need to be quiet, another child says you can play with my toys in here. The childminder praises the child for being kind to the others. Older children are reminded to let the younger children join in with their play. They enjoy making dens in the garden. They talk about being able to have lunch under the canvas. Children enjoy developing their imagination. They pretend they have a camp fire and are cooking food. They bring blankets and cushions down ready for

them to sleep. The younger children offer to make them lunch, children then pretend to prepare the food in the conservatory and takes the plate of food to the children outside.

Children develop their physical skills well, through regular walks around the local areas and garden play. In the garden, they enjoy using exploring using telephone pipes, where they speak down the telephone and wait for the sound to travel down the tube to the childminder, who then responds. Children begin to learn that they do not have to shout down the phone as they can be heard if they talk properly. They laugh as they begin to realise what the childminder has told them is right. As they interact with the childminder she asks questions to help children think further, such as "how many have you got?" and "are these round or square?" This also helps children start to understand about counting and mathematical language. Through clear direction from the childminder, children are being prepared well for their next stages in their learning such as school.

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

Children are happy, confident and demonstrate they feel safe and secure in the childminder's home. The childminder and children have developed close bonds and it is obvious they feel safe and enjoy being with her. The childminder offers the younger children reassurance and cuddles when needed. Children are settled and enjoy a caring relationship with the childminder and her family. The childminder is a good role model and gives children clear indications about how she expects them to behave. For example, she talks to the older children about making sure they share with younger children and allow them to play along with them. As a result, children behave well and understand the rules of the home. Children are well mannered and most, including the younger children, say 'please' and 'thank you' with little or no prompting. The childminder praises and encourages children as they achieve and succeed at activities, such as when making clay models, children design their own ideas and are able to put them to one side to show their parents when they arrive. This helps to develop good levels of self-esteem. Resources are easily accessible, which means children are able to select their own resources as they play. There is a good balance of adult-led and child-led activities to help children develop their play.

Children learn about healthy lifestyles through clear guidance from the childminder. She reminds them to wash their hands before snacks and meals. Children are given independence as the childminder encourages them to use the bathroom to wash their hands or use the toilet alone. The childminder talks with children about what they would like for snacks and meal times. This enables children to make decisions for themselves. For example, children talk about the type of sandwiches they would like for lunch. The children enjoy snack time when they have the opportunity to make their own fruit kebabs. The childminder reminds the children to be careful about the ends of the stick as they are sharp. Children talk with the childminder about what fruit they put on their sticks and how many pieces they have. Although, children have some independence at snack and meal times, the childminder does not fully include children in the preparation of meals to develop these skills further. Children enjoy fresh air and exercise through being able to easily access the outdoor play space. Children are taken on outings around the local area

and parks, where they are able to climb, balance and slide. Children are being prepared well for their moves to school or pre-school.

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

The childminder meets her responsibilities regarding the safeguarding and welfare requirements effectively. She has a good understanding about the procedures to follow should she have any concerns about children in her care. She creates a safe, welcoming environment where children may play safely, through the completion of risk assessments for all areas of the home and garden. Clear procedures are followed to ensure children are safe and well supervised when she takes them on outings, or takes or collects children from pre-school or school. She meets the requirements of the Early Years Foundation Stage with regard to maintaining the correct adult to child ratios, which ensures children are safe and their individual needs are met well. She only exceeds the required ratios, in line with the guidance, by providing continuity of care for siblings on one day per week. Nonetheless, children are safe, well cared for and supervised both indoors and on outings.

The childminder is fully aware of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She regularly monitors children's progress and the activities provided, so she ensures children continue to achieve well in all areas of learning. The childminder is experienced and capable of providing support for children to prevent any gaps in learning. The childminder is fully aware of the importance of completing the progress checks for two-year-olds to help her plan what these children need to help them in their development.

The childminder has effective partnerships with parents, carers and other professionals such as staff at pre-schools. She shares detailed information with parents about the care, learning and development of their children. Through verbal and written communication in daily diaries, parents are kept involved and are able to contribute to their child's learning. The childminder regularly shares information with key staff at the pre-school, which ensures consistency in children's care and learning.

The childminder's evaluation of her practice is effective and helps her monitor her provision. She has clearly identified areas to improve and she also takes into consideration the views of parents and children to help maintain a good quality provision. The childminder has implemented effectively the recommendation from the previous inspection regarding providing natural resources for children. This demonstrates 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	EY251141
Local authority	Wiltshire
Inspection number	965608
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	25/10/2013
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

