

<b>Inspection date</b>	15/07/2014
Previous inspection date	20/01/2014

<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**

- Children are progressing well in all areas of learning and development because the childminder has worked hard to improve her knowledge of how children learn and develop.
- Children have developed close bonds with the childminder; as a result, they are happy and comfortable in her company.
- The safeguarding requirements are met effectively and as a result, children's well-being is promoted well.
- The childminder has successfully addressed the actions from her last inspection and demonstrates a drive to improve the care she provides.

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

- The childminder has not obtained detailed information from parents to help her understand words children use for items that are important to them, especially for those children who learn English as an additional language.

## 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 lounge, playroom and garden.
  - The inspector spoke to the childminder at appropriate times during the inspection.
  - The inspector took into account the views of parents from letters provided by them.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, risk assessments, evacuation records and other relevant documentation.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

The childminder registered in 2012. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother and her two secondary school-aged daughters in a semi-detached house in the Innsworth area of Gloucester. The house is close to schools, shops, parks and local amenities. Most areas of the home are available for childminding, including the rear lounge and conservatory/playroom. Children have access to the enclosed garden with areas of patio and lawn. There is a small covered deck area by the conservatory/playroom that children are able to access freely. The family has two small pet dogs, a cat and two rabbits. The childminder offers care Monday to Fridays all year round, and also before- and after-school care. The childminder currently has four children on roll; all are in the early years age group. She holds an honours degree in early childhood studies and has Early Years Professional Status.

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

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

- develop partnerships with parents further through obtaining detailed information about words children use for items that are important to them, especially for those who learn English as an additional language.

## Inspection judgements

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

Children are progressing well relative to their starting points. The childminder completes detailed observations and assessments on the children, which has helped her to assess and plan for their next steps. She has improved her planning of activities so she is able to plan for children's next steps more clearly. For example, she recognises that children need help in holding brushes and pens, so she provides activities such as painting, chalking on boards, pens and paper, and water in the garden so the children can mark make using the brushes.

Children are progressing well in their communication and language skills. The childminder talks to children clearly about what they are doing and what they can do with resources. For example, when using modelling dough, the childminder sits with the children and talks to them about how it feels, what it smells like and what they are making. The childminder interacts with children very well and offers praise and encouragement as they achieve. For example, when a young child places a ring on a post, the childminder praises them, which builds on their confidence. The childminder is sensitive to children's needs. She uses clear language when speaking to children, but has yet to obtain detailed information from

parents about key words in their home language. This means at times, although children understand English and what is being asked of them such as washing hands for snacks, when they use a word in their home language the childminder is not always able to respond to this. This does not fully promote children's use of their home language. Children have easy access to books. The childminder has created a cosy corner where the children can sit comfortably and look at books alone. When the childminder reads to them, they sit on either the floor or settee with her and look at the pictures. They point to the pages as the childminder reads and asks them to find items on the pages.

Children have good opportunities to develop their physical skills through regular access to the outside play space and local amenities such as the park. Children are encouraged to roll and catch balls, build towers with stacking containers and place rings on pegs. This all contributes to helping young children develop their hand to eye coordination. Children enjoy chalking on the board and are beginning to learn early pre-writing skills. Children enjoy playing with cars and trucks, they are able to push them along the floor and discover the sounds they make on the different floor surfaces. The very young children have room to develop through crawling, rolling and trying to pull themselves up on furniture to develop their walking skills.

Children are developing their personal, social and emotional development. They are learning to play alongside others and through careful direction from the childminder, they are beginning to learn about sharing and taking turns. The childminder praises children when they hand toys to the younger children and tells them they are being kind in sharing. This helps to promote children's respect for others. Through guidance from the childminder, the young children are beginning to develop the skills, attitudes and dispositions they need to prepare them for their next stages in their learning.

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

The childminder has a calm, caring approach towards the children in her company. The young children demonstrate they are comfortable in the environment. New children are given settling-in sessions to help them become familiar with the childminder and her home. The childminder offers reassurance to children with cuddles and calming words to reassure new children that their parents will be back soon. Children are well behaved and are beginning to learn the boundaries in the home, through explanations offered by the childminder. For example, the childminder quickly intervenes when a child takes a toy from a young child, telling them that they need to wait until the child has finished with the toy, or ask nicely for it. The childminder offers plenty of praise and encouragement for the young children as they achieve tasks and this promotes their self-esteem.

Children's well-being is promoted well. Children are provided with healthy snacks and meals and the childminder accommodates parents if they wish to provide their child with food. Children are beginning to understand about good personal hygiene, as they are encouraged to wash their hands before meals, after using the toilet and being outside. The childminder helps the youngest children wash and dry their hands using separate hand towels for each child to help prevent the spread of germs.

The childminder checks the garden and home daily to ensure the area is safe for children to play. She has recently improved her outside play space and now has a covered decked area, just outside the conservatory, which means that children are able to easily access fresh air daily. Children enjoy playing in the ball pool, using the chalkboard and cars in this covered area. Children have supervised access to the rest of the garden, where they are able to climb and explore. They enjoy sand and water play and role-play in the play house. Children enjoy getting a bucket of water and brushes and painting on the path. They sit fascinated with the water disappearing in the heat. The childminder interacts with children talking to them about the marks they have made disappearing and encouraging them to make some more. She provides a variety of large and small brushes so children are able to make different marks. Children are being prepared for their next stages of learning well.

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

The childminder is clear about her responsibilities in meeting the safeguarding and welfare requirements. Since the last inspection, she now carries out daily risk assessments to ensure her home is safe for the children. She has minimised risks around the home, such as making sure blind cords are securely tied up out of children's reach. She has video monitors that she uses when children are sleeping upstairs, which allow her to see and hear sleeping children. She has gates to prevent children accessing areas unsupervised. When the childminder used an assistant, she ensured she had completed first aid training. However, at present the childminder is not using an assistant, because her numbers of children do not require her to do so. The childminder has clear written policies and procedures and has a clear understanding of the procedures to follow should she have any concerns about children in her care. She is vigilant when visitors come to the premises by checking their identification and ensuring they sign the visitors book.

The childminder has worked hard to update her knowledge regarding how children learn and develop. She now completes detailed observations and assessments on the children in her care. She also now obtains information from parents about their child's stage of learning. Then when the child has settled with her, the childminder conducts an observation to help her assess the child's starting points. She uses this information to plan activities for each individual child around their interests and next steps. As a result, the activities provided build on what children already know.

The childminder is developing good relationships with parents and carers. She has recently had several new children start at her setting. She gathers information about their child such as routines, likes, dislikes and any dietary needs. The childminder ensures settling-in sessions are offered to help children start to feel comfortable in her company. She has tried to obtain key words that children use from parents, but this has not always been successful as they do not feel this is important. Daily diaries are shared and parents are encouraged to add their comments. Verbal communication with parents takes place when they bring or collect their child. The childminder shares detailed learning journals with the

parents regularly, which enables them to contribute to their child's learning. Parents' comments seen on the day indicate that parents are very happy with the care provided and how quickly their child has settled at the setting.

The childminder has completed an evaluation of her practice, which has helped her to address the actions set from the last inspection. She has started to work towards achieving the Bristol Standards Quality Assurance Scheme, which she feels will help her to improve her knowledge of how children learn and the care she provides. The childminder has worked hard to make considerable improvements to ensure she is now meeting all the requirements and demonstrates a secure drive to improve.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY446846
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	965387
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20/01/2014
<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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