

Inspection date	18/07/2014
Previous inspection date	13/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder creates a friendly environment. She establishes warm and secure relationships with the children, so that they feel comfortable in her care and are confident to explore their surroundings.
- The safeguarding requirements are met effectively which helps to promote children's well-being well.
- Toys and resources are well-presented at children's level, so that they become confident in making their own decisions and choices. This means that children make choices in their play.

It is not yet good because

- The childminder does not fully maintain records of when children attend and who cares for them.
- Not enough time is spent focussed on helping children reach the next stage in their individual development.
- The childminder does not always encourage children to carry out routine tasks themselves to develop their independence skills.

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 the childminder and her assistant engaged in activities with the children.
- The inspector held discussions the childminder and assistant about childcare practice and recent improvements.
- The inspector sampled electronic records for children's welfare and learning.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Karen Prager

Full report

Information about the setting

The childminder registered in 2011. She lives in the Tuffley area of Gloucester with her partner, adult son and two younger children. The childminder's partner works alongside the childminder as her assistant. The childminder uses the ground floor of the property for childminding. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and is caring for 14 children in the early years age range. She is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for three older children. She offers care on a daily basis, before and after school, and during school holidays. She takes and collects children from the local school and other early years facilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain an accurate and up-to-date daily record of the children being cared for, their hours of attendance and the name of their key person
- improve planning so that activities and interactions focus on children's individual next steps in their learning and development

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

- improve communication with parents and the assistant so that information about activities and children's next stage in learning is routinely shared
- increase children's independence skills through daily routines, for example, by encouraging them to lay the table and prepare snacks.

Inspection judgements

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

The childminder welcomes children into her friendly home. The childminder has a suitable knowledge of the Early Years Foundation Stage and demonstrates a sufficient understanding of how children develop. She speaks to parents before their children start attending so that she collects clear information from the parent when the child first starts at the setting, such as what they like to play with and what they can already do. She keeps electronic records of observations of their play supported with photographs of them

at their activities, which she shares with parents.

The childminder can explain what the children's next steps in learning are and plans activities to support these. However, she does not focus her attention sufficiently on supporting these next steps throughout the day. Also she does not share this knowledge with her assistant or parents so that they can contribute to the children's ongoing learning. This means children make steady rather than good progress in their learning. For example, she is aware that children enjoyed a visit to the beach. Although she plans activities to build on what they learn on the trip she does not take sufficient steps to talk about the purpose of activities with her assistant, or with the children, to enable them to reflect on their visit and make links in their learning. The childminder has a suitable understanding of the progress check for two-year-old children and can identify what the children in her care are able to do to support this summary assessment. She provides parents with summary assessments of children's learning and talks with them about what their children are learning.

The childminder has a suitable understanding of young children's needs and prepares a variety of games and activities which engage their attention and mostly support to their development. For example, she understands that children learn through exploration and sets out coloured spaghetti and shells for them to investigate. She encourages active play and children quickly learn to climb the climbing frame and bounce on the trampoline. Children confidently tell others about the skills they are learning. The childminder challenges children to think and find out more, such as working out what the new toy is. This encourages children to speculate and test ideas through trial and error. She spends sufficient time engaging in purposeful dialogue with the children. Throughout the day she provides good models of language, being clear in her speech and engaging children in dialogue so they talk very well with her and their friends. She extends children's vocabulary and teaches them to use new words and this promotes their language development appropriately.

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

The childminder provides a warm and welcoming environment, which helps children to feel secure. Children settle quickly with the childminder and they confidently move around their play space. They develop positive relationships with the childminder and her family. The children learn to share as they play with other children and the childminder gently supports them in the level of behaviour she expects. As a result, children behave well and are well prepared for their future learning.

Systems to support consistency of care for the children are generally effective as the childminder has regular communication with parents. Partnerships with other providers who share the care for the children are established. The childminder establishes daily routines for resting, playing and eating, which help children feel secure. The childminder responds promptly when children show they are tired and she settles them to sleep in a travel cot in the playroom. Children sit ready at the table when they know it is time for a snack or their lunch. The childminder does not regularly support their next steps in

independence by involving children during these times, for example by including them in laying the table or preparing the snacks they will eat.

Children confidently chose toys, which the childminder arranges so they are easy to select, and play with them in the play room. The childminder also sets out toys on the floor for younger children to play with. Children benefit from fresh air and exercise through plenty of outdoor play. Older children play freely in the garden and use the large equipment to climb and swing on. Younger children have space to crawl around the childminder's home and furniture to use to steady themselves when they practise their first steps. This means children are developing suitable physical skills.

The childminder teaches children how to keep themselves safe. They regularly practise leaving the home in an emergency. They learn how to keep safe around the home and know to let the dog rest when it is tired. They learn about road safety when out on walks. Children listen and respond well to the childminder, which contributes to their safety. For example, children know they must stop and all cross together when they come to a road.

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

The childminder has a generally suitable understanding of her responsibilities to meet and maintain the safeguarding and welfare requirements of the Early Years Foundation Stage. She creates an environment that is welcoming and safe. She knows the correct procedures to follow should she have concerns about the welfare of children in her care and has recently completed safeguarding training to update her knowledge. There are appropriate safety measures in place. For example, the use of safety gates limits the children's access to the stairs and front door. A fire blanket is accessible and the childminder regularly practises the emergency evacuation procedure. She has taken steps to minimise the risk to children from her dog. She teaches children how to treat the dog with respect and has facilities to keep it in a separate area from the children when they are playing. The childminder explains that children are supervised at all times, indoors and outdoors. Therefore, she safeguards the children appropriately.

The childminder uses an electronic system for her documents which mostly helps her to successfully promote children's welfare and development. For example, she records her policies and procedures and children's development records. The childminder shares policies and procedures with parents before a child starts attending to enable them to have clear expectations of the service she provides. She shares the electronic records with parents so they can be informed about how their children spend their day. However, the childminder does not always keep the record of children's attendance up to date with the times children attend and who is caring for them. This is a breach of a legal requirement.

The childminder is reflective about her practice and is keen to make improvements to the service she provides. She welcomes support from other professionals and has taken prompt action to improve her practice since her last inspection. She is currently providing support for her assistant who has recently started working with her and has plans to

review the play space and resources to further enhance children's learning. For example, by providing a 'mud kitchen' and additional props for role play.

The childminder develops constructive relationships with parents. She speaks with them with them daily about their children's day. The electronic children's learning records are always available for parents to view and are regularly discussed. Parents speak positively of the provision saying that their children like attending and often talk about what they have been doing. This gives parents confidence that their children are in an environment which allows them to achieve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep an accurate daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	EY436104
Local authority	Gloucestershire
Inspection number	963448
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	13/11/2013
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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