

Inspection date	07/08/2014
Previous inspection date	11/01/2010

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 is warm and caring. She has strong parental partnerships, ensuring children's needs are well met.
- Safeguarding requirements are secure, which promotes children's welfare needs effectively.
- The childminder uses children's interests to plan interesting and effective activities across the seven areas of learning.
- The childminder successfully supports children's communication and language. She listens well and is interested in what they have to say, promoting discussions to further extend their vocabulary and learning.

It is not yet outstanding because

- The childminder does not work successfully with other early years settings children attend to share information about children's learning needs.
- The childminder does not always give children sufficient time to think about questions that she poses to increase their problem solving 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 discussed how the childminder uses current systems to evaluate the provision and plan for future changes.
- The inspector spoke to parents and discussed settling in policies.
The inspector observed play activities throughout the morning both indoors and outside, and discussed with the childminder how children's learning is supported through record keeping and planning.
- The inspector looked through the childminder's relevant policies and other supporting documentation.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

Inspector

Jill Nicoll

Full report

Information about the setting

The childminder registered in 2009. She lives with her partner and two school age children in the Upper Stratton district of Swindon. All areas of the property are available for childminding, but at present, only the downstairs is used. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is open from 6.30am to 4.30pm Monday to Friday. The childminder walks to local schools and pre-schools to take and collect children. She attends the nearby carer and toddler group. The childminder is a member of a national childminding association. She occasionally works with an assistant as required. There are currently 11 children on roll, five of whom are in the early years age range. The childminder and assistant hold relevant early years qualifications at level 3.

What the setting needs to do to improve further

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

- extend the partnerships with other early years settings children attend to share information about children's learning needs
- give children more thinking time when asking questions, to allow them to develop their problem solving skills.

Inspection judgements

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

The childminder provides a good variety of activities covering all seven areas of learning. Children explore the environment at their own pace and the childminder interacts with them as they play, to positively promote and support their speech and language development. She listens well and is interested in what they have to say, asking questions to further extend vocabulary and learning. A good variety of books and various quiet times throughout the day enables children to develop a love of stories and reading. Children access a wide range of mark making activities, for example pencils and paper, chalk and boards, and paint and paintbrushes. Children choose these activities independently and talked about their writing and drawing with the childminder, for example, they told her, 'a is for apple'. This shows children learn that marks carry meaning as well learning sounds of letters to form words.

Children arrived at the setting happy and eager to play. The childminder is aware of their individual needs and makes sure she warns them if something different is happening, ensuring their well-being at all times. For example, at inspection, she introduced the

children and gave them time to settle with favourite toys before starting any challenging activities. The environment is set up so that children can access toys and resources, thus encouraging independent learning. Planned activities use children's interests and needs to provide challenge to enhance their learning.

The childminder supports children well in planned activities to introduce mathematical language. For example, she used numbers in counting activities, with a number line to support children's number recognition; she used positional language with bricks and small world play people, and talked about capacity in sand and water play whilst filling and emptying containers. This helps children to understand number, size and shape. However, she does not always allow children sufficient time to think about her questions, to increase their problem solving skills during these activities.

The childminder supports children's learning well. For example, she encouraged children to play imaginatively with a large fire engine outside and linked this creative learning to a recent fire drill with the childminder, which successfully connects children's play and learning with real life experiences. Children enjoy musical activities playing with instruments and enjoyed making sounds with different equipment outside. They respond well to singing activities, joining in with actions and some words. Children are encouraged to be as independent as possible. The childminder gives them tasks to do, such as carrying cups and plates for snack, and putting on shoes and hats before playing out in the sun.

The childminder plans for children's next steps and completes a progress report for them at age two-years. She regularly observes all children as they play to assess their learning and share with parents. Parents comment how informed they felt and how well the childminder worked in partnership with them on skills children were learning, for example, potty training. Parents also liked the photographic record of children's learning. They felt involved in their children's learning due to the regular conversations and sharing of information that takes place.

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

The childminder forms close and secure relationships with children. This enables them to feel happy and safe, and become independent and make choices in their play. The childminder knows the children well and they show affection for her as she plays with them. The childminder manages children's behaviour well, and acts as a good role model. She encourages them to think about how their actions may affect others. For example, she reminded one child not to run inside as it could result in an accident. She also explained why it would be a good idea not to remove the plug from the water tray, as other children would not be able to enjoy the water once it was gone. This allows children to adapt their behaviour and form positive relationships with others. The childminder encourages good manners and reminds children about expectations of behaviour. Consequently, children learn to be cooperative as they take turns, share and play together. Children receive lots of praise and encouragement from the childminder, boosting their confidence and self-esteem. They are developing independence in

managing their own personal care needs. The childminder has regular discussions with parents and they work together to support children. This promotes continuity of care and learning for children, such as potty training and language development. The childminder supports children well when they first attend, working with parents to ensure that they settle happily. She encourages parents to visit and to stay as long as necessary, so they and their children are comfortable. The childminder prepares children well for the next stage in their learning, for example, going to school.

The childminder promotes healthy lifestyles by providing healthy snacks, which children often enjoy outdoors. As children enjoy their snack, the childminder encourages them to talk about the different fruit they are eating and why it helps them to stay healthy. She also encourages them to drink water in the hot weather as they are running around outside. Children have opportunities for walks and outings, thus giving opportunities to learn about the world around them. The childminder enhances their learning further by talking about other living things, for example, children looked at and discussed the bug hotel they had recently started to make, as well as helping to look after the hamster in the setting. Children benefit from daily play outdoors in the fresh air. They develop physical skills as they ride on wheeled toys, kick a football and play a game of 'hoopla'. The childminder instigated a football game, telling the children 'good kicking', to encourage them to aim the ball. Children use a variety of resources, such as blocks, scooters, chalk, balls and hoops, which help develop control and coordination of their movements.

The childminder takes positive steps to support children's safety. She regularly reviews the risk assessments and completes daily safety checks on all play areas. Children practise the emergency evacuation procedures with the childminder and learn about boundaries that are in place during their play, to help keep them and their friends safe.

The childminder is aware of her responsibilities for keeping children safe. She knows the correct safeguarding procedures and has a good knowledge of child protection issues. This supports her to take appropriate action should any issues arise. The childminder ensures her environment is safe for children to explore by regularly assessing potential risks and she records her fire evacuation drills. The childminder promotes safety for children as they play. For example, she encouraged children to pack away some of the cars and blocks so that they can move around without stepping on them, explaining that they might slip if too many toys are on the floor.

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

The childminder securely meets the welfare requirements of the Early Years Foundation Stage, which means that she safely cares for children. The childminder conducts risk assessments to check the safety of the premises for children. She takes suitable steps to prevent the risk of accidents. For example, safety gates are in place to restrict children's access to the kitchen and stairs, and to some areas of the garden. The childminder updates her knowledge of child protection matters through relevant training. She demonstrates a secure awareness of the Local Safeguarding Children Board procedures to

protect children's welfare. Policies and procedures are in place in respect of children's health, safety and well-being. The childminder shares them with parents so they are aware of her responsibilities.

The childminder self-evaluates her practice well. She reflects on children's progress to monitor the effectiveness of her educational programmes, which allows her to modify her plans as children's needs change. She observes, assesses and plans for children's learning successfully to challenge and support their continued progress. The childminder meets with other childminders as part of a network to share ideas. She has also had the support of a development worker from her local authority to share ideas for improvements to practice. This helps her to assess and monitor her own skills and make changes to benefit children's learning. The childminder consults her local authority training programme regularly to attend courses to extend her knowledge and understanding of Early Years. She is introducing a questionnaire to seek the views of children and parents as part of her self-evaluation process to ensure her service meets their needs.

Suitable procedures are in place to work in partnership with other early years settings children attend, to support their individual care needs. However, the childminder does not share and obtain detailed information about children's learning needs to promote a more consistent approach to children's learning experiences. The childminder works well with parents, who report their children enjoy spending time with the childminder. The childminder shares children's learning journals with parents and encourages them to contribute and add their own observations to them. This means parents feel well informed about the progress their children make while in her care, and they find her supportive and caring.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY393995
Local authority	Swindon
Inspection number	844717
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	11
Number of children on roll	11
Name of provider	
Date of previous inspection	11/01/2010
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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