

Inspection date	20/08/2014
Previous inspection date	03/02/2011

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

- Children enjoy their time at the setting; they demonstrate they feel safe, secure and comfortable in the childminder's company.
- The childminder completes detailed observations and assessments, which she uses to provide activities to help children progress effectively in all areas of learning.
- The safeguarding and welfare requirements are met effectively, which helps to promote children's well-being successfully.
- There are good partnerships with parents, carers and other early years settings that children attend. As a result, all adults are able to contribute to children's learning.

It is not yet outstanding because

- Although, children have free and easy access to the outdoor play space, the activities provided do not cover all areas of learning, so do not fully enhance children's development.

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 play room, kitchen/dining area and the garden.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took into account the views of parents and carers, from information included in the childminder's parent survey.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, risk assessments, and the written policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 1996. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two adult children, in the Longlevens area of Gloucester. The ground floor is used for childminding. Children have access to a dedicated play room, the open-plan kitchen and dining area, hallway and downstairs toilet facilities. There is an enclosed rear garden, with grass and patio areas, for outdoor play. The house is within easy walking distance of shops, parks, and the library and toddler group. The childminder walks to the local primary school to take and collect children, and collects children from local playgroups. The childminder currently cares for a total of 14 children, seven of whom are in the early years age group. The childminder holds a National Vocational Qualification at level 3, in childcare and development.

What the setting needs to do to improve further

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

- strengthen the use of the outside play space to enhance children's development in all areas of learning.

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 and development. The childminder carries out detailed observations and assessments, which she uses to help her plan for children's next steps and interests. She provides a good range of activities which keep children fully engaged and challenged.

Children develop their communication and language skills through interacting with the childminder and their friends. They chatted happily with the childminder as they played. The childminder repeated words back to the children, for example, when they asked questions or requested resources. This input helps the younger children to develop their language skills and hear the correct way to say words. Children freely chose books and enjoyed looking at them alone as they sat on the settee. They turned the pages carefully as they looked at the pictures. The childminder talks to the children constantly as they play, which helps them understand the words have meaning.

Children develop their personal, social and emotional skills well. They make friends with each other, which helps children who are new to the setting to settle quickly into the routines and feel at home. The childminder reminded young children that they need to be kind to each other as they play and quickly intervened during minor squabbles, using

distraction skilfully with the young children. The childminder reminded children to share and take turns, when they tried to take resources from their friends. Children enjoyed role play, for example, as they pushed their prams and dolls around the garden, taking them for walks. Children sat in cars and pretended to be going to the shops, they waved and said goodbye to their friends and gave each other cuddles. The childminder praises children when they are kind to each other and share resources. This helps to promote their confidence and self esteem.

Children are developing their physical skills well. They enjoyed being able to wander easily between inside and outside. Children were able to climb, run and jump on the play equipment in the garden. However, the childminder does not take every opportunity to extend activities across all areas of learning in this environment. Therefore, she does not fully promote children's development during some aspects of outdoor play. Children enjoyed building towers with bricks, and the childminder helped them count and recognise the colours of the bricks. This also helped children to develop their understanding of mathematical language, as they counted the bricks with the childminder and as she asked them how many more bricks their friends had. Children enjoyed walking round the garden trying to find snails and the childminder provided magnifying glasses for them to look for insects. These opportunities develop their understanding of the natural world. The childminder helps children develop their independence, for example, through encouraging them to get and put their shoes or wellington boots on when going outside. She offered plenty of praise and encouragement for the children as they achieve putting their shoes on themselves. Through clear guidance from the childminder, children are acquiring the skills, attitudes and dispositions they require to prepare them for their next stages in their learning, such as at pre-school.

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

Children are comfortable and confident in their surroundings. They have developed close bonds with the childminder and new children have settled quickly with her. The childminder has a calm, caring approach towards the children and the children respond with good behaviour. Children understand the boundaries and routines of the setting, such as taking their shoes off when in the home. The young children are well behaved and obviously enjoy their time at the childminder's home. The childminder recognises when children are hungry or need a rest and meets their individual needs well.

Children are learning about healthy hygiene practices. They are beginning to understand about the importance of hand washing, before meals and after being outside. The childminder is a good role model, and the children see her regularly washing her hands before preparing meals and after changing nappies. All children have their own hand towels, which helps to prevent the spread of infection. Children enjoy their snacks and meals, provided by the childminder. They sit well to eat and drink. Children are encouraged to help give out the plates for meals. They enjoy healthy snacks, such as apples, grapes and blueberries. The childminder counts each piece of fruit with the children, which helps to develop their counting skills. The children can help themselves to drinks, which means they do not become thirsty during the day. Children enjoy being able

to easily access the garden. They enjoyed being able to run around and they can choose to play inside or outside during the day. The childminder also takes children on outings around the local area, which helps to develop their understanding of the world around them. She prepares children well for future changes in their lives.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has clear procedures to follow should she have any concerns about the children in her care. She completes and regularly reviews her detailed risk assessments for the home, and any outings children take part in. These contribute to her keeping children safe when they are in her care. The front door remains locked at all times when children are present. This means that children are unable to leave unsupervised and that unauthorised adults are unable to gain entry to the premises. The childminder has clearly written policies and procedures, and she reviews and updates these regularly.

The childminder is fully aware of her responsibilities in meeting the learning and development requirements. She completes detailed observations and assessments, which she uses to plan for children's next steps in learning. She has reviewed and changed how she carries these observations out since her last inspection. This has resulted in them being more effective in identifying children's progress and the next steps in their learning.

The childminder has good partnerships with parents. She regularly shares information with them, including the required progress checks for children aged two years, when appropriate. The childminder shares children's progress records with parents and verbally communicates with them at the end of the day when they collect their child. The childminder also regularly requests parents and children's comments about the care she is providing, through questionnaires. Parents comment about how happy they are and how well their child is progressing in the childminder's care. There are good partnerships with other early years settings, such as the pre-schools that children attend. The regular sharing of information means that all adults are able to effectively contribute to children's learning.

The childminder has worked hard since her last inspection, and has successfully addressed the actions and recommendations. She has completed a detailed evaluation of her practice and has completed extra training to help with her professional development. The childminder has been able to identify areas she would like to develop to improve the care she provides. The childminder demonstrates a good capacity to improve her practice in the future.

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. 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	100818
Local authority	Gloucestershire
Inspection number	816803
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	03/02/2011
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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Piccadilly Gate
Store St
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M1 2WD

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