

Inspection date	08/09/2014
Previous inspection date	14/03/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children are happy and settle well with the childminder.
- The childminder supports children's growing independence, which prepares them for the next stages in learning.
- The childminder supports children's language development well. She uses conversation and open-ended questions that challenge children and support learning.
- The childminder promotes children's early literacy skills by providing an environment that is rich in print.

It is not yet good because

- The childminder's planning is not always sharply focused on children's next steps in learning and development, which means that activities sometimes lack a good level of challenge for children.
- The childminder does not always change the resources available to children sufficiently frequently to keep children fully engaged in purposeful play.

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 viewed all areas of the home used for minding .
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector sampled a range of documentation, including children's learning journals, training certificates and a selection of policies.
- The inspector observed activities and invited the childminder to carry out a joint observation of children playing.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder has been registered since 2010. She lives with her husband and two young children in a four-bedroomed house in Calne, Wiltshire. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is open from 8 am until 6 pm five days a week, 48 weeks of the year. The childminder has a qualification in childcare at level 3. The childminder currently cares for two children in the early years age range. She also cares for older children. Children have access to the downstairs of the house, with sleeping facilities upstairs and a fully enclosed garden for outdoor play. The family have a dog.

What the setting needs to do to improve further

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

- improve systems of assessment to include children's starting points, and plan suitably challenging activities that consistently reflect children's interests and abilities.

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

- change the toys and equipment available to children more frequently, so that children stay fully engaged in purposeful play and motivated to learn.

Inspection judgements

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

Children have access to a large range of toys and equipment and the environment is rich in print. Children are able to select independently from a large range of books, and they begin to make marks on paper with the use of pens that the childminder makes available to them in low-level pots. Toy cupboards show images of contents alongside writing, which means that children can begin to understand that print carries meaning. Children view toys and resources in a homemade book designed for children to gain independence by making their own choices. However, they often wait for the childminder to set out toys, which limits children's choices about their play. As a consequence, children do not have consistent opportunities to explore independently, to develop their learning further. The childminder supports children's language development. She talks with them during play and encourages them to use new or familiar words. The childminder's training in the language development programme 'Every child a talker' has helped develop her knowledge and skills to promote children's language skills further. For example, she asks

open questions that encourage children to extend their thinking and to engage in conversation. For example as the children look at rhyme cards she asks 'Why do you think humpty dumpty fell?' The childminder extends this learning further as she ensures children say words correctly. For example, one child explains that Humpty 'falled' off the wall and the childminder replies 'Yes, he fell'. Children learn to explore music and sound and they develop listening skills, as they play with musical instruments. This stands them in good stead for later learning. As the children sing nursery rhymes, the childminder uses visual prompts, such as stars and spiders, to engage children's attention and encourage them to remember the songs.

The childminder has an enclosed garden where children enjoy regular outdoor play. They exercise and develop coordination as they participate in large-movement activities such as throwing balls into holes and they enjoy the praise they receive when they score, promoting positive self-esteem. The childminder counts aloud each time the children throw, promoting children's mathematical awareness. Children begin to learn about nature and growth. They take turns to water the tomatoes and they explore and become interested in the natural environment as they examine small creatures such as worms and snails.

Children's learning journals reflect a suitable amount of activities that cover a range of areas of the Early Years Foundation Stage. The childminder collects observations and photos of children taking part in activities such as painting, counting and using computers, and makes notes of their next steps in learning and development. However, the childminder does not make full use of observations to inform planning. Consequently, activities do not consistently offer a good level of challenge for children.

Communication with parents is satisfactory. The childminder provides regular learning summaries and completes progress checks for two-year-old children in cooperation with parents. However, the childminder does not encourage parents to share initial information about children's abilities and stage of development. This means she does not always have sufficient information to plan for, and track, children's progress right from the start.

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

The childminder builds warm, secure relationships with children, who are happy and settle well. They explore the environment with confidence and are comfortable to make their needs known. For example, children confidently ask for more food at snack time. The childminder provides children with a range of resources in a well-maintained environment, where they have good opportunities to move between indoors and outside for play. The children benefit from regular fresh air and exercise. They have regular use of the garden where they play with equipment such as bounce hoppers, and balls that further challenge their physical abilities. Regular visits to toddler groups and parks encourage children to socialise with other children in larger groups. This helps them to prepare for the next stage in their learning, such as pre-school and school.

The childminder promotes healthy lifestyles effectively. Children learn how to wash hands after the toilet and before meals. Children's cups are available for drinks and they enjoy a variety of fruits and vegetables at snack, which contributes to their well-being and physical development. The childminder supports children well in learning how to keep themselves, and others, healthy and safe. For example, she reminds them to keep their hand over

their mouth when they cough so as not to spread germs, and to take care and be mindful of others during physical play.

The childminder practises regular fire drills with the children; this enables them to understand how to evacuate the house quickly and safely in the event of a fire. Children's independence and self-help skills are developing as they learn to go to the toilet by themselves and to put on their own coats and shoes.

The childminder supports children's personal, social and emotional development effectively. Children behave well as they play together because the childminder is a good role model. With her support, children learn to share and take turns. She gives them lots of encouragement to attempt things for themselves, such as peeling an orange, and she praises children's achievements frequently. As a result, children are confident in new situations and they develop good self-esteem. The childminder keeps parents informed about their children's day using daily diaries and verbal feedback; this promotes continuity of care and supports the well-being of the children.

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

The childminder demonstrates a suitable understanding of the safeguarding and welfare requirements. She has completed training in safeguarding children and knows the correct procedures to follow should she have any child protection concerns. The childminder shares policies and procedures, such as behaviour management and administering medication, with parents at the beginning of their care arrangement. This helps to ensure the well-being of children. The childminder has completed training in first aid which helps her to provide appropriate care in the event of an accident.

Detailed risk assessments ensure children are safe and kept from harm. The childminder makes assessments of potential hazards both inside and outdoors on a regular basis, and knows how to minimise any risks. For example she keeps the front door locked at all times to ensure children do not leave unattended.

The childminder has addressed some of the recommendations made at her last inspection. Parents are now involved in contributing to information such as the progress check for two-year-old children which supports the relationship and communication between parents. She has created a play environment that is welcoming, bright and rich in print. This allows children to make independent choices about what they would like to play with. The childminder makes observations of children during play to identify what children need to learn next. However, the childminder has not consistently used this information to plan a variety of activities that target children's needs and engage their interests fully.

Consequently, this remains an area for improvement. The childminder has, however, attended training that will enable her to further promote children's development. This reflects her commitment to her own personal professional development and her drive for continual improvement. She plans, for example, to develop the garden further and extend children's learning opportunities by creating a new play area

The childminder has suitable relationships with parents. They are invited to contribute to improvements in the service through regular questionnaires. Information about their children's day is shared through informal conversations and in daily diaries. Letters from

parents show that they are happy with the quality of care the childminder offers; they praise her and comment favourably on her 'home from home' environment.

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	EY416087
Local authority	Wiltshire
Inspection number	845170
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 11
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	14/03/2011
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
Manchester
M1 2WD

T: 0300 123 4234
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