

Inspection date

08/09/2014

Previous inspection date

09/07/2013

The quality and standards of the early years provision

This inspection:

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

- The childminder has a secure knowledge and understanding of the Early Years Foundation Stage and provides educational programmes that are interesting and challenging and which meet the individual needs of the children.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well. The childminder is aware of the appropriate authorities she needs to contact should she be concerned about a child's welfare.
- Young children develop attachments with the childminder and they are given regular comfort and cuddles when needed. As a result, children are happy, confident and sociable in the setting.
- The childminder frequently evaluates, reflects on her practice and accesses regular help to make improvement. As a result, she is continuously improving her professional practice.

It is not yet outstanding because

- The newly implemented monitoring systems have yet to address some minor gaps in children's learning.

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 majority of inspection time was spent with the childminder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records were checked.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.
- The inspector spoke to two parents.

Inspector
Melissa Cox

Full report

Information about the setting

The childminder registered in 2012. She lives with her husband and three school-aged children in the Redhouse area of Swindon, Wiltshire. Their home is situated close to shops, toddler groups, a park, library and other amenities. The childminder can take children to and from local schools and pre-schools. Minded children may use the whole house but remain mostly on the ground and first floors of the three-storey house. A fully enclosed back garden is available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for three children on a part-time basis.

What the setting needs to do to improve further

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

- strengthen the system for monitoring children's learning further in order to address any minor gaps in their learning.

Inspection judgements

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

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses this to plan activities that closely match children's stages of development and are linked to their particular interests. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. The childminder demonstrates a good understanding of how to engage children and capture their interests. She offers a positive environment in which children can learn and play. She sensitively supports children and extends their thinking through talking to them and role modelling how to play with the resources. The childminder encourages children to choose what to play with and they select favourite activities from the wide selection on offer, leading their play according to their interests. For example, children chose to draw and colour in, developing their skills in using pens and pencils. Younger ones joined in and concentrated hard as they copied what older children were doing. They traced around their bodies on large sheets of paper and named body parts such as eyes and ears as they added them to the diagrams. The childminder provided constant praise for their efforts. This means children are gaining in confidence to become independent learners. Consequently, they are well prepared for their next stage of learning.

The quality of teaching is strong and this results in most children making good progress in their learning and development. She is actively involved in children's play and she interacts with them very well. The childminder skilfully asks children questions, which helps them to

think and find out things for themselves. For example, she uses simple questions, such as 'Which one could it be?' and 'What do you think?' to promote children's thinking and problem-solving skills. This gives them confidence to say what they think and apply their own ideas to extend their play. The childminder promotes children's language well. Their communication skills are encouraged and the childminder speaks to children constantly about what they are doing. For those children who speak English as an additional language, the childminder encourages dual-language conversations with a key focus on getting children ready for their move to school. Parents commend her for using their home language alongside English and comment that children have made good progress as a result.

The childminder has high expectations for all children based on accurate initial assessments, which are gathered on entry and agreed with parents. These are used effectively to get to know the children's interests and learning styles. She organises activities, resources and the environment individually for each child, based on her observations of their interests and development needs. This ensures that children receive learning that is tailored to their needs and that they enjoy. As a result, the childminder is planning activities which are suitably challenging. The childminder monitors children's progress regularly and, as a result, most gaps in learning are identified early and appropriate support is sought. Her efforts ensure that all children in this setting are making good progress towards the early learning outcomes and working comfortably within the typical range of development expected for their age. This ensures that they are well prepared for their next stage in learning.

The childminder has established effective partnership arrangements with the parents and provides both verbal and electronic feedback regarding the children's learning experiences. She has strong relationships with parents and gathers helpful information about their starting points for learning. She uses this well to provide activities that build on what children can already do. The childminder values children's learning in the home environment and enhances this in her setting. She has implemented the required progress check for children aged 0 to two years. She shares these with parents to support their understanding of whether their children's learning is developmentally appropriate. Parents are encouraged to review their children's assessment files on a regular basis via an electronic assessment system. They express that they are happy with this setting and the care and learning experiences which the childminder provides.

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

Children show they feel at ease in the childminder's care. This is because she has a calm approach and interacts well with them. She gives young children high levels of support, so they form a secure emotional attachment with her, enabling them to feel very settled in her care. This constant interaction between the childminder and children ensures that they all form a positive and trusting relationship with each other.

Children benefit from a well-organised home, with lots of space indoors where they can

safely play. Children have numerous opportunities to learn about other cultures and beliefs as the childminder provides a range of resources, activities and experiences to support this. This helps children learn to value and respect others and to challenge inappropriate attitudes and practices. Toys and activities are presented on the floor in boxes or on low-level shelving, which helps children reach them by themselves. This promotes their independence and decision-making skills. The childminder also makes good use of the outdoor play area and provides a good range of toys that complement the good range available inside. Children follow a familiar routine during the day, which helps them to feel safe and secure. They enjoy the opportunity to attend toddler groups and story time at the local library. Therefore, they are developing relationships with other groups of children in readiness for their move to school. The childminder plans regular visits to the park, which provide opportunities for children to have fresh air and exercise on large play equipment. The childminder teaches children about safety as they walk in the community during their trips out.

The childminder is a good role model and she treats children with respect at all times. She promotes children's self-esteem through her good levels of attention and praise, and supports them to develop good behaviour by encouraging them to play alongside each other and share their toys. The childminder uses simple explanations to help children understand the consequences of their actions. She explains it is important not to snatch toys but to take turns. She consistently follows this through to reinforce their developing understanding. As a result, children are demonstrating a secure level of understanding of the behavioural expectations appropriate for their age, and demonstrate good self-control. The childminder encourages young children to be independent where possible, for example, as she supports young children to put on their own shoes. She provides nutritious home-cooked meals, such as pasta in tomato sauce. The childminder provides snacks of fresh fruit, which helps children to make healthy choices about food.

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

The childminder demonstrates a good knowledge and understanding of her responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has all the necessary documentation in place, which she shares with parents. The childminder has attended child protection training and has a good understanding of the procedures. This means that she is aware of the correct procedures to follow should she need to make a referral to help protect children from harm. She undertakes effective risk assessments to support children's safety while in her setting and on trips out into the community. She has placed a renewed emphasis on safety and has fully met the action set at her last inspection. Children are also well supervised to ensure they remain safe.

The childminder uses accurate assessments of children's development to target individualised next steps for children's learning. She monitors children's progress and ensures the educational programme challenges their development in all areas of their learning. There are effective systems in place for evaluating and reflecting upon activities,

which ensures the childminder is maintaining a good quality of teaching. She regularly sets targets for improvement and strives to achieve these to ensure that the setting is continuously improving. For example, she has recently carried out an audit on her provision and resources. As a result, she has made a number of exciting improvements such as adding low-level posters and making comfortable areas in her play room for children to rest and read books. The childminder has implemented a new system for monitoring any gaps in learning and is beginning to use this to identify trends in learning. However, this has not been fully embedded to address the minor gaps in planning and resourcing which she continues to address.

The childminder effectively evaluates the service she provides. She has made significant improvements to her practice since her last inspection and successfully addressed all the actions set. She continues to seek the views of the local authority advisers to support her practice and has implemented a number of their suggestions. She also considers the views of parents and reviews children's activities and routines to decide on areas for development. This all demonstrates a good commitment to ongoing development and enables her to raise children's achievements.

The childminder builds and maintains partnerships with parents through taking time each day to discuss their child's learning experiences and achievements as well as their care needs. Parents speak highly of this setting and the childminder. They access information and photographs via an electronic assessment tool and share ideas from home as they discuss their child's day. The childminder understands the importance of working in partnership with external agencies and other settings to support children's learning and development. This demonstrates the childminder's firm commitment towards continuous improvement and working in partnership with others to achieve this.

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	EY446784
Local authority	Swindon
Inspection number	963493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	09/07/2013
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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