

Inspection date

20/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 demonstrate they feel safe and are comfortable in the childminder's company.
- Children are progressing well because the childminder is aware of their individual needs and interests.
- There are good partnerships with parents, carers and other early years settings that children attend with regular information sharing, which means that all adults are able to contribute to children's learning and development.

It is not yet outstanding because

- The childminder does not currently make the very best use of her garden to further promote learning opportunities, such as providing a wider range of natural and recycled resources for children to explore.

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 and kitchen.
- The inspector had discussions with the childminder, assistant and children.
- The inspector checked the evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took into account the views of parents and carers from letters they provided.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Hilary Tierney & Gillian Little

Full report

Information about the setting

The childminder registered in 1995 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a five-bedroom, detached house in a cul-de-sac in the village of North Woodchester, near Stroud, Gloucestershire. The whole of the house is used for childminding with the main care being on the ground floor of the property. There is a fully enclosed garden for outside play. The childminder works with an assistant when numbers require and currently has 13 children on roll, of whom 11 are in the early years age range. The childminder works from Mondays to Thursdays, all year round. The childminder attends parent and toddler groups, music groups and toddler yoga sessions and goes for walks within the local community. The family has two cats. The childminder has completed the National Nursery Examination Board and Certificate in Early Years and Education qualifications.

What the setting needs to do to improve further

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

- extend the range of natural and recycled play resources in the garden to provide further opportunities for children's creativity and exploration.

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 relative to their starting points. This is because the childminder has a good understanding about how children learn and carries out detailed observations and assessments. The childminder uses the information she gains to meet children's individual needs and interests as they play and interact together.

Children have good opportunities to develop their language skills as they play. The childminder talks to them regularly about what they are doing and what they are going to do next. Younger children are beginning to learn early language skills through the childminder and her assistant repeating sounds and words the children make as they play. The childminder has recently completed training to help her encourage children with their language skills. As a result, she asks open questions to help children think and problem solve and she allows children time to answer. Children enjoy looking at books alone and together with the childminder. They enjoy looking at books and recalling stories as they sit with the childminder or her assistant to look at the books and listen to stories. Children enjoy singing songs and using musical instruments. They take great delight in shaking and tapping the instruments as they join in with the songs. The childminder encourages children to choose songs to sing, which helps develop their confidence and language skills.

as they make decisions about what to do.

Children are able to develop their personal, social and emotional development, through clear guidance from the childminder. She reminds them to share and take turns as they play and interact. When children do a craft activity such as drawing the childminder makes sure that all children are able to reach the crayons on the table, for example. She speaks to them about the colours they are using, and that they may need to share with their friends. Through the craft activity children are able to develop their early writing skills, by learning how to hold crayons correctly, making marks on the paper and trying to write their own names. Children are developing the skills and attitudes they require so they are ready for their next stages in their learning for example, at school or preschool.

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

Children are happy and comfortable in their surroundings. They have developed close bonds with the childminder, her assistant and the childminder's family. Children demonstrate they are confident and feel safe and secure at the childminder's home. Their individual needs are met well by the childminder. Children are offered cuddles and reassurance from the childminder, especially when they wake up. Children sleep according to their needs and the childminder ensures children have a safe, quiet place to rest. She monitors them as they sleep, with both visual checks and through a camera monitor in the room. Children are well behaved and understand the rules of the setting.

Children play with a good selection of resources and activities which are well organised to meet their interests and abilities. They are beginning to learn about healthy lifestyles as they enjoy healthy snacks and sit together with the childminder to eat. They are given a selection of fruit and drinks to choose from. Children understand about personal hygiene procedures and wash their hands before eating and after using the toilet. The childminder has good nappy changing procedures and uses disposable gloves when changing children. Children enjoy fresh air and exercise and are regularly taken on outings around the local area where they are able to explore and learn about the world around them. The childminder's garden provides a good outdoor play space with a suitable variety of toys to explore. The childminder provides some natural and recycled play resources but does not offer a wider variety to further encourage children's creativity and exploration.

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

The childminder demonstrates a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She knows the changes that must be notified to Ofsted, for example, changes to assistants. The childminder employs several assistants and maintains necessary information about their personal details. The childminder has a thorough safeguarding procedure in place and knows what to do if she has concerns about a child in her care. The childminder completes suitable risk assessments that cover all areas of the premises and any outings that children attend. As a result the premises are safe and suitable. The childminder has suitable outings procedures for the collection of children from school. She has obtained the necessary written parental permissions to

enable her assistants to be left in sole charge of the children for short periods of time. The childminder ensures children are appropriately supervised and effective deployment of adults helps to promote children's safety and learning.

The childminder demonstrates a clear understanding of the learning and development requirements. She plans for children's next steps and bases activities around their interests. This is securely underpinned by detailed observations and assessments, which help her to assess children's learning and development. As a result, children are progressing within their expected targets and this supports their future outcomes.

There are good partnerships with parents and regular information is shared through detailed daily diaries. The childminder shares children's learning journals, and the progress checks she completes for children when they are two years old, with parents who are encouraged to add their comments. The childminder is developing good partnerships with other early years settings that children attend and regularly shares information with them to help her develop children's learning. Parents comment positively through letters they have written and state they are happy their children are with the childminder. The childminder has completed a comprehensive and effective evaluation of her practice. She has identified her strengths and some areas for improvement to further develop her practice.

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	506682
Local authority	Gloucestershire
Inspection number	950120
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	not applicable
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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