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| <b>Inspection date</b>   | 29/09/2014 |
| Previous inspection date | 10/03/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 has a gentle, caring approach towards the children and as a result, new children settle quickly with her, and close bonds between the children and the childminder are developing.
- Children progress well in their development and the childminder demonstrates she knows the children and their stages of learning well.
- The childminder meets the safeguarding requirements well, which helps to promote children's safety and well-being effectively.
- There are good partnerships with parents and other professionals and the childminder shares detailed information with them regularly to meet children's individual needs.

### **It is not yet outstanding because**

- Although children have easy access to the garden area, the childminder does not provide resources to support fully children's learning and development across all the areas of learning.
- Although, young children are well behaved and beginning to understand the rules of the setting, at times the childminder does not always explain to them about the consequences of their actions.

## 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 dining room, kitchen and garden.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments and the childminder's written policies and procedures.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

The childminder registered in 1989. The childminder lives with her husband, adult daughter and her mother visits regularly. They live in a detached house in the Wymans Brook area of Cheltenham, Gloucestershire. Main care takes place downstairs, where children have access to the dining room, kitchen and computer room, and toilet facilities. There is a fully enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She currently has seven children on roll; three children are in the early years age range. The house is within easy walking distance of shops and a park. The childminder is able to take and collect children from the local schools.

### What the setting needs to do to improve further

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

- improve the outside play space to enhance children's learning and so all areas of learning are promoted
- strengthen children's understanding of how to keep themselves safe as they play, with particular reference to giving clear explanations about the consequences of their actions.

## Inspection judgements

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

The children are progressing well in all areas of learning and development. The childminder is fully aware of the stages in their learning and provides activities that challenge them as they play. The childminder is aware of children's skills and abilities from the outset and works closely with the parents to ensure she meets all children needs effectively.

Children are able to develop their language skills well. The childminder talks to the young children constantly as they play. She repeats back to them the words they try to say, so they are beginning to understand the correct way to say the word. The childminder encourages children to look at books and sits with them helping them to point out pictures as she talks to them about the animals on the pictures. For example, the childminder asked children where the dogs, cats and horses are. She offered praise to the children as they found the items on pages. She repeated the words clearly so young children can hear the sounds. When children tried to speak, the childminder repeated the words and praised them as they tried the words. This helps children understand that words have meanings.

The childminder encourages children to say, 'Please' and, 'Thank you', to encourage good manners. Young children enjoyed building towers with bricks, the childminder helped when required. She counted the bricks as the child built the tower and praised the children as they tried to repeat the numbers. This helps young children to start to begin to understand mathematical language.

Children are developing their physical, social and emotional development well. The childminder is a good role model, talking to children in a calm, caring manner and children respond to her with good behaviour. She reminds the young children to share and take turns as they play. For example, when children tried to take toys from other children, the childminder quickly intervened and talked to the children gently about not taking toys from their friends. However, at times the childminder does not clearly explain to the younger children the consequences of their actions. For example, when children took their drinks bottle on to the small trampoline, the childminder told them not to do this, but did not clearly explain what might happen if they do this.

Children enjoy developing their physical development and the childminder recognises that the children in her care learn best outside. They have free access to the outside space where they are able to explore and investigate. Children enjoy balancing on logs laid flat and walking on small tree trunks. The childminder supervises them carefully as they balance. Although, children enjoy the outside play area the childminder does not make the best of the outdoor space. As a result, all areas of learning are not fully covered to enhance children's learning. Children are beginning to acquire the skills, attitudes and dispositions they need to prepare them for their next stages in their learning, such as school.

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

Children are happy, comfortable and demonstrate they feel safe in the childminder's company. Children develop close bonds with the childminder, who shows great care and affection towards the children. The childminder recognises when children are tired or hungry and meets their individual needs well. For example, when young children start to cry, she recognises that this is because they are ready for a snack, so she provides the food for them. New children settle quickly with the childminder and she offers reassurance when they require it. Young children behave well, and respond to the praise and encouragement offered by the childminder. There is a good range of easily accessible resources.

Children are beginning to learn about the benefits of fresh air and exercise. They have regular access to the garden space, where they are able to explore and develop their physical skills, such as climbing, running, balancing and riding bikes. The childminder takes children on regular outings around the local area, which supports their awareness of the wider community.

Children are beginning to understand about healthy lifestyles. The childminder wipes their hands before meals and snacks, using individual cloths for children, which helps to prevent

the spread of infection. The childminder uses fresh produce from her allotment to prepare meals for the children. She ensures she meets all children's dietary needs when preparing their food. Children enjoy meal times. They understand they need to sit at the table to eat snacks and meals. They sit and eat well enjoying the healthy snacks, such as fruit. Children have easy access to drinks when they are thirsty, because the childminder ensures their drink cups are available at all times. Young children are beginning to recognise their own cups or drink bottles through gentle reminders from the childminder. Children are being prepared well for their next stages in their learning.

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

The childminder has a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has a good understanding about the procedures to follow should she have any concerns about children in her care. Risk assessments are detailed and contribute to the childminder keeping children safe around the home and on outings. The childminder ensures that children are unable to leave the premises unsupervised, because she keeps the front door locked at all times. The childminder has clear evacuation procedures to follow in the event of having to evacuate the home in an emergency.

The childminder is fully aware of her responsibilities in meeting the learning and development requirements. She is able to demonstrate clearly her awareness of the stage of learning for each child in her care. She recognises from the start what children can do and their interests, planning activities around these to help children progress and develop. Observations and assessments contribute to helping the childminder identify how she can challenge the children as they play.

There are good partnerships with parents and through using daily diaries, the childminder shares a two-way-flow of information with parents. Parents have access to the observations the childminder completes so they are able to see how their child is developing. Parents and the childminder work closely together to maintain consistency, for example, with behaviour management. The childminder is fully aware of the importance of sharing information with other professionals and early years settings that children may attend in the future.

The childminder completes a basic written evaluation of her practice and is able to discuss clearly the improvements she would like to make in the future. She has worked hard to address and complete the recommendations made at her last inspection. She recognises that this is an ongoing process to help her drive improvement.

### **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

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | 101152          |
| <b>Local authority</b>             | Gloucestershire |
| <b>Inspection number</b>           | 816808          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 8           |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 7               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 10/03/2011      |
| <b>Telephone number</b>            |                 |

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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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