

<b>Inspection date</b>	29/09/2014
Previous inspection date	13/07/2009

<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**

- Children are at ease and happy in the stimulating environment. They form secure attachments with the childminder and enjoy each other's company.
- Children make choices about their play as the childminder completes robust risk assessments to enable the indoor and outside play spaces to be safe and secure.
- The childminder carries out regular observations and takes into account children's individual needs when planning and monitoring their development. Consequently, children make good progress in their learning and development.
- The childminder fosters good relationships to work closely with the parents and other providers to support children's ongoing progress.

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

- The childminder's presentation of resources in unlabelled storage does not always enhance children's choices and learning.
- Methods for gaining information from parents about children's skills and abilities are not thorough to assist the childminder in planning for their individual learning when they first start.

## 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 childminder's home and garden.
- The inspector had discussions with the childminder, talked with a parent and took account of information in letters from parents.
- The inspector sampled a range of documentation, including children's records, planning, safeguarding procedures, policies and training records.

## Inspector

Angela Cole

## Full report

### Information about the setting

The childminder registered in 2004. She lives with her three children in the Ferndale area of Swindon in Wiltshire, close to shops, parks and an outlet village. The childminder takes and collects children from local schools and pre-schools. The whole of the childminder's home is available for childminding. The bedrooms for sleeping are on the first floor. There is an enclosed garden with grass and patio for children's play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during and after school, and in school holidays. The childminder has three children in the early years age range on roll. The childminder attends children's groups on a regular basis.

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

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

- maximise opportunities for all children to play and extend their learning, for example, by reviewing how resources are organised and presented
- strengthen existing information obtained from parents when children first start to assess what they can already do to help identify their stage of development.

## Inspection judgements

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

The childminder has a good understanding of how children develop and learn through her experience of teaching children of different ages and abilities. She completes perceptive observations of children during their settling-in sessions and gains a general overview of what children can do from parents. However, the childminder does not ask parents about new children's stage in each area of learning to inform early plans for learning. Nevertheless, the childminder offers stimulating environments so that children are motivated to learn in their play. She spends her time with them, supporting their play with great enthusiasm and extending their thinking through comments and suggestions. The childminder has good understanding of how to offer appropriate levels of challenge to take individual children forward in their learning. She uses good questioning techniques to encourage children to think about how things connect. For example, she encouraged children to complete jigsaws, including one showing hands with numbered fingers. The childminder asked, 'Where does the palm of the hand go? What ones are you going to start with next? Have you got two of the same?' This approach helps children to build on their successes and to want to learn more.

The childminder establishes supportive routines to enable children to feel secure and learn. She organises her childminding well so that children socialise with others of a similar age. The childminder takes children to a local toddler group so that they become used to a larger group. She also encourages children to share and take turns to enhance their social skills. As a result, children relate well to each other and enjoy their time with the childminder. The childminder uses children's play interests effectively to extend their language. She talks with children about what they are doing. She includes each one in the conversation, giving them time to respond. She encourages children to look at pictures and share their comments about these. This approach helps children to have an interest in books and develop their early reading skills. The childminder supported young children to make marks with chalk in the garden path. Children gain good early writing skills as they freely draw and paint using chosen colours.

The childminder motivates children successfully to carry out their own ideas and try things for themselves. In physical development, she encouraged children to place items, such as bricks, precisely where they want these to be. She supported them to engage in energetic activities, such as in a ball play and water play in the garden. The childminder challenged children to count the cupfuls of water they scooped and poured into a container. Children learn effectively about the world around them and enjoy using their imagination. They described the stripy leaves they gathered while walking back from pre-school as, 'Tigers'. The childminder focuses on helping children to enjoy learning so that they concentrate and persevere well. As a result, children gain independence skills to support their next stage in learning.

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

The childminder's caring approach enables children to form strong bonds and secure emotional attachments with her. Younger children demonstrate that they feel safe as they sit on her lap. The childminder is responsive to children as they share their feelings and ideas and she offers good support by talking about these in a quiet manner. The childminder gives clear explanations about what is going to happen, for example, after lunch, so that children respond calmly to keep themselves safe. Children show awareness of boundaries as discussed with them by the childminder. This approach results in children behaving well to promote their own safety.

Through her kind, considerate manner, the childminder fosters children's physical and emotional well-being effectively. She is attentive to children's care needs and works with parents to follow shared approaches where possible. These supportive procedures enable children to be happy and enjoy what they are doing. The childminder plans unhurried activities and meal times so that children gain good confidence and skills to socialise with her and each other. The childminder enables children to take on responsibility, for example to care for their belongings and to dress themselves. As a result, children gain independence and learn to manage their responses in positive and sociable ways.

The childminder promotes equality of opportunity well, including each child in the activities whenever they show interest. She divides her time and attention equally so that each child

feels valued. Children learn about differences in a positive way, for example, by respecting each other's space and offering help. Their sense of identity and culture develops effectively during conversations with them about their experiences with their families. The childminder encourages wider learning by changing resources to provide fresh experiences for children and children make requests. However, younger and newer children cannot immediately see resources stored in chests and baskets to maximise decisions about their play. The overall outcome, however, is that all children are keen to join in, absorbed in their play and progress well.

The childminder offers timely encouragement for children to manage their personal needs independently, such as toileting and coping with packed lunches. She supports children effectively to understand aspects of a healthy lifestyle. Children know to take care when washing their hands, for example, before meals. The childminder enables them to talk about their favourite foods, such as juicy fruits. Children enjoy playing outdoors in the garden in the fresh air. They investigated natural materials, handled wheeled toys such as scooters with confidence and speed, and explored the challenging climbing and swinging equipment. Using different approaches, the childminder encourages children well to keep themselves healthy as they grow up.

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

The childminder demonstrates a good understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has detailed safeguarding policies and practices to check that adults around children are suitable for their roles. The childminder has updated her training and has a good knowledge of child protection issues, including on-line safety. She is familiar with the current referral procedures of her Local Safeguarding Children Board if she has a concern about a child. The childminder's risk assessment of the premises is effective, for example, regarding security. She reviews her assessment of risks regularly to keep children safe when they are away from the premises, including on outings to local children's groups. As a result, the childminder closely supervises children, ensuring they are safe and with her at all times. The childminder renews her knowledge of paediatric first aid regularly. Children heeded the childminder's reminders, for example, to sit to eat, and have few accidents.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is particularly so in assessing individual children's current stages of development and planning what they need next to extend their learning. The childminder sets consistently good standards for her teaching, making good use of publications, tracking documents and summary sheets to monitor children's stages and progress. The childminder engages in thorough, recorded reflection to evaluate her provision for strengths and areas for development. She values feedback gained from parents and children's preferences. She has responded well to address an action and recommendation set at the previous visit regarding safeguarding, assessment, extending resources and partnership with parents. This means children's safety, welfare and learning

are improved. The childminder makes clear, practical plans to develop her provision to improve outcomes for children. For example, she is installing a mud kitchen outdoors and is seeking further training to support any child with speech and language concerns. She has a well-organised, regular and effective professional development programme, which is improving the quality of her teaching.

Partnership working is successful. The childminder has a good understanding of the importance of securing strong partnerships with other settings children attend. She gains written permission from parents to talk to their key persons and shares paperwork to complete summary sheets. Therefore, partnership working supports children's well-being and learning effectively. The partnerships established with parents and carers are good overall. Parents value and appreciate the daily feedback and the childminder invites them to provide her with updates about the activities children have done at home. Parents are complimentary about how their children enjoy their time with the childminder, who is a, 'Second mum', and the progress in their learning and development. Families appreciate, for example, that children enjoy outings into the community where they meet other children and adults. Parents comment on how much the childminder enables their children to develop their speech and social skills in an environment that is safe, welcoming and stimulating for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY297327
<b>Local authority</b>	Swindon
<b>Inspection number</b>	814826
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/07/2009
<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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