

<b>Inspection date</b>	30/09/2014
Previous inspection date	19/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder has adapted her home to provide to a comfortable and interesting learning environment that is well equipped to support children's learning.
- Children enjoy attending because they are well supported by a caring childminder, so they form good relationships and make good progress in their learning and development.
- The childminder has established positive partnerships with parents, which help the childminder meet children's needs well.
- The childminder continually improves her knowledge and skills through undertaking further training that helps her keep up-to-date and improve what is provided for children.

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

- Information sharing with parents does not include detailed information about children's stages of development in relation to their progress.

## 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 held discussions with the childminder.
- The inspector took account of the views of some of the parents.
- The inspector discussed the childminder's policies and procedures.
- The inspector made a number of observations of activities.

## Inspector

Edgar Hastings

## Full report

### Information about the setting

The childminder started in 1994, and registered with Ofsted in 2001. She lives with her two teenage children in a house in Royal Wootton Bassett, Wiltshire. Children spend their time on the ground floor of the home. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for six children. One is in the early years age group. The childminder attends the local carer and toddler group and makes use of community facilities including parks and shops.

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

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

- develop successful strategies to engage parents in their children's home learning by making arrangements to share detailed assessment information with them about children's stages of development.

## Inspection judgements

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

The childminder has adapted her home to provide a purposeful learning space. Here, children learn through play happily, using the indoor areas, as well as in the redesigned secure enclosed garden. The childminder has a good understanding of the areas of learning of the Early Years Foundation Stage. She uses her knowledge to provide interesting activities that cover all areas of learning well.

The childminder recognises the importance of children learning through first-hand experiences. Babies are encouraged to explore their environment and are provided with a good range of stimulating resources to pique their interest. This means they learn well through trial and error. They enjoy picking up blocks and putting them in a container, for example, and attempt to post some through the hole matching its shape.

Sensory toys provide an interest as babies shake and listen to the sounds these make, and are engaged by the tunes played by a musical box. The childminder engages well with the children and gives a commentary about the activities. This good interaction supports their listening skills and development of early speaking skills. The childminder counts the bricks, one, two, and three as these are posted in the box, and repeats the counting throughout other activities. This supports children's familiarity with counting and their development of early number knowledge. Such activities prepare children well for the next stage of learning. Children respond well to the childminder's voice as she talks them and plays with them. They respond to a smile with a smile, and attempt to communicate by making

sounds. The strong relationships children enjoy with the childminder support children's personal and social development well.

The childminder understands the importance of aiding children's physical development. Specially shaped jigsaws enable children to attempt to pick up pieces using the small knobs attached. This helps develop their small muscle control through picking up objects between thumb and fingers. Such activity underpins their eventual writing skills. The childminder frequently encourages children's physical development, such as when they pull themselves up into a standing position using the furniture. The childminder supports babies by the arms as they take a few steps, promoting their physical development effectively.

The childminder broadens children's experiences by taking them out in the local community. Children enjoy bus trips to the local leisure centre, as well shopping for fruit and vegetables at the local shops. Children are developing well and making good progress. This is because of the consistently good quality of teaching stemming from strong emotional bonds with the childminder.

Parents share information about their children's routines and needs when babies first attend the childminder's home. The childminder uses this information to ensure the children's individual needs are met, and for planning interesting activities. She uses development information to assess how well children are progressing. However, the detailed information about the stages of development children have reached is not shared with parents. In the main this is due to the comparatively short time the under fives have been attending.

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

Strong relationships mean that children feel safe and secure in the care of the childminder. They become emotionally secure, so are well prepared for the next stage in learning. Children are very settled in the secure environment, and the childminder meets the welfare needs of children well. Children are provided with a warm welcoming environment that ensures they feel at home and develop confidence in their new surroundings. Babies crawl around the room confidently, independently picking up toys from the shelves accessible to them, and exploring these with their mouths. This arrangement means children follow their own interests and make their own play choices. This approach helps to support development of independence, and means children are well motivated to learn. Children are happy and enjoy engaging in activities with the childminder, because she makes them fun. The childminder encourages good behaviour through the well established set of rules that children helped to devise originally.

The childminder promotes healthy lifestyles effectively. Children's welfare is given high priority through a safe environment, and the use of careful hygiene procedures to prevent the spread of infection. Regular visits to the park provide opportunities for children to enjoy fresh air, and to play on the grass. The childminder provides opportunities for children to understand the benefits of a balanced and healthy diet through her meal and

snack menus. She provides a wide variety of foods and encourages them to try new and unfamiliar ones, so broadening their tastes. The childminder plans shopping trips to buy fruit and vegetables to support children's understanding of healthy eating. They visit the park frequently, as well as the local leisure centre, in order to enjoy physical activity.

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

The childminder has undertaken training in the Early Years Foundation Stage and meets the learning and development requirements effectively. She ensures the activities provided cover the necessary areas of learning, and accommodates individual needs and interests. Activities are well resourced. These include opportunities for using the computer safely and under supervision for short periods.

In her self evaluation the childminder recognises training to be an important part of her professional development so that she can deliver good quality provision to the children. She has undertaken a number of relevant courses to help her keep up-to-date and improve her teaching, such as one on sensory play. She makes good use of what she has learnt when making provision for babies. She works closely with a group of childminders to discuss aspects of childcare and to share good practice and training. The issues raised at the last inspection have been addressed effectively. There is now a strong focus on the development of children's communication and language skills, with opportunities to use language in role play and drama. The childminder has procedures to assess children's progress, and links this information to plan activities to extend their learning further. However, she does not involve parents fully in knowing children's progress, so they know what children need to learn next and can support learning well at home.

The childminder provides a safe and secure environment for the children. She has undertaken safeguarding training and fully understands the procedures to follow if she has any concerns about the children in her care. She and her family have been vetted by the Disclosure and Barring Service, and she completes daily risk assessments before the children arrive to ensure the safety of the premises and equipment. She has a safeguarding policy that meets requirements, and she meets the safeguarding and welfare requirements well.

Partnerships with parents are positive. Parents say children enjoy attending and report on the many activities provided. They say they particularly like the 'home for home' atmosphere.

### **The Childcare Register**

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

<b>Unique reference number</b>	161777
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	966042
<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>	19/02/2009
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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