

Inspection date	18/11/2014
Previous inspection date	23/05/2012

The quality and standards of the early years provision	This inspection:	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 progress well in their learning and development because the childminder has a secure knowledge of children's starting points on entry and next steps in learning.
- Children have developed close bonds with the childminder and her assistant. As a result, they are happy, confident and settled in the environment.
- Safeguarding requirements are met effectively, which help to promote children's well-being
- There are good partnerships with parents and regular information is shared with them, that helps them to contribute to their children's learning.

It is not yet outstanding because

- The childminder has not fully developed partnerships with other early years settings children attend to enable her to share detailed information about their learning and development.
- The childminder does not display children's books well by making them easily accessible to encourage children to make their own choices and develop their early reading skills.

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 home and garden.
- The inspector offered the childminder an opportunity to conduct a joint observation.
- The inspector spoke to the childminder, assistant and the children at appropriate times during the inspection and discussed policies and procedures.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and risk assessments.
- The inspector checked evidence of the childminder's suitability and that of other adults living and working on the premises, her qualifications and improvement plan.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with two of her children in the Cotswold town of Moreton-in-the-Marsh. The whole of the house is available for the childminding with the main care taking place downstairs. There are two upstairs bedrooms available for sleeping. Children have access to an enclosed rear garden. The childminder works with an assistant when numbers require. The childminder currently has 12 children in the early years age group on roll.

What the setting needs to do to improve further

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

- display books by making them easily accessible for children so they can make their own choices and learn how to handle them with care
- extend partnerships with other early years settings that children attend, so all adults can contribute effectively to children's learning and development.

Inspection judgements

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

Children progress well in the areas of learning and development this is because the childminder establishes their initial starting points on entry in her care. She carries out written observations and assessments and uses this information effectively to help her provide a good range of activities that help children learn and develop. This results in the childminder's teaching being of consistently good quality. She is able to challenge children in their learning. For example, when playing with modelling dough, young children are asked about what colours they have and the shapes they have. This is because the childminder recognises the level of understanding and development of the young children and provides the correct challenge for their stages of learning.

Children are developing in their communication and language skills well. The childminder helps them develop these skills because she talks to them constantly about what they are doing and what they are going to do next. She speaks slowly to children so they can hear the words she is saying. Children have words repeated back to help them understand about how to say the word correctly. Children have access to books, but these are not well displayed and tend to be pushed into a cupboard. This means that children are not able to easily select their choice of books without asking the childminder for her to find it. As a result, children are not able to choose to look at books alone easily and develop an

understanding that words have meaning. However, the childminder and assistant do take time to read stories to children and help the children join in with stories through the use of props. This means that children are able to enjoy taking part in stories and predict what comes next and take part in the story.

The childminder helps children develop their personal, social and emotional development effectively. She reminds them to share and take turns as they play. She reminds them to say please and thank you to sit at the table when they eat and be kind to each other. Young children in general are well behaved and they understand the boundaries in the home.

Children have easy access to the outside area, which helps to develop their physical skills effectively. They enjoy being able to run around and explore. For example, they enjoy finding the props that have been hidden and talking about where they are finding the items. They enjoy using natural materials, such as shells, pine cones and leaves to prepare a lunch for the animals in the story. Children talk about the sounds they are hearing, such as helicopters, planes and birds. They talk confidently with the childminder and assistant about where birds are found, what they eat and where they live. This helps to promote children's understanding of the world around them. Children are acquiring the skills, attitudes and dispositions they need to be ready for their next stage of learning, such as preschool or school.

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

Children are happy, confident and demonstrate they are comfortable in the childminder and her assistant's company. The children have developed close bonds with adults, which results in them settling quickly into the welcoming environment. The childminder is a good role model and uses praise and encouragement to help build on children's confidence and self-esteem. Most resources are easily accessible, balanced and reflect the diversity in the community. Children are able to access most of the resources easily and make choices for themselves. This helps to develop their independence and ability to make choices.

Children are taught about good personal hygiene procedures. The childminder reminds them to wash their hands before eating and after being outside. She provides separate hand towels for the children, which helps to prevent the spread of infection. The childminder has a clear awareness and experience in dealing with children's individual dietary needs or allergies. Children have regular access to drinking water and the childminder reminds them to have a drink during the day, which helps them to start to understand about keeping appropriately hydrated.

Children enjoy regular access to fresh air and exercise. They are able to use the enclosed garden to explore and develop their knowledge of the world around them. The childminder uses the outside area as an extension of inside. For example, children enjoyed having a specific story read to them with the use of props. The childminder's assistant took the props outside and hid them for the children to find. For example, she hid the owl in branches on the tree and the snake under some stones. She then spoke to children

about different animal habitats. This helps to develop children's understanding of the world around them.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has a good understanding of the procedures to follow in the event of having any concerns about children in her care. She supervises children well and maintains a safe, welcoming environment by effectively risk assessing her home. The childminder has clear effective procedures to ensure children are safe when away from the premises.

The childminder has a good understanding of the learning and development requirements. She has worked hard since her last inspection to keep her knowledge up to date. As a result, she and her assistant carry out detailed written observations and assessments on the children in their care. They are able to clearly identify children starting points, interests and their next steps in their learning. This helps her to provide a range of activities that help children progress well in all areas of learning. The childminder carries out progress checks on children aged two year, which helps to identify children who require extra support at an early age.

The childminder has built strong partnerships with parents. Regular sharing of information through talking to parents at the end of the day when they collect their child. The parents are invited to add comments on their child's progress assessment sheets and learning journals are regularly shared with them. This helps to keep parents informed about their child's progress and development. Although, the childminder has children that attend other settings, she has only gathered information from the group about the activities they provide in each term. However, she has not fully considered how to share information on individual children's learning so that all adults are able to contribute to their development.

The childminder and her assistant ensure they keep up-to-date with recent changes to the requirements and they have successfully addressed the recommendations from the last inspection. Both the childminder and her assistant have completed recent training, which has contributed to improvements, such as observations and assessments on the children. The detailed self-evaluation of her practice and overall service is effective. It has helped the childminder to identify clearly her strengths and areas to improve for the future. The childminder demonstrates a strong drive to improve the care she and her assistant provide.

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	101349
Local authority	Gloucestershire
Inspection number	816812
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	23/05/2012
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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