

Inspection date	24/11/2014
Previous inspection date	09/07/2010

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

- The childminder forms strong relationships with children and provides good emotional support at all times. Therefore, children settle readily.
- The childminder provides a stimulating selection of resources and activities so that children have good opportunities to make their own choices in play. As a result, children are happy, busy, enthusiastic and confident.
- Children's behaviour is good. This is because the childminder knows them well, responds to their individual needs and has clear expectations. Consequently, children have good levels of self-esteem and are gaining confidence.
- The childminder involves all parents through a good exchange of information, which includes sharing of children's activities and achievements at home.

It is not yet outstanding because

- The childminder does not fully extend children's independence skills, or their understanding of healthy eating, during snack time.
- The childminder does not have a full understanding about completing and incorporating the progress check for two-year-old children into ongoing assessment procedures, to foster children's maximum learning.

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 viewed the areas where childminding takes place.
 - The inspector observed activities in the childminder's home.
 - The inspector had discussions with the childminder, including about a specific activity that she had planned.
 - The inspector talked with children and a parent, and took account of information in letters from parents.
- The inspector sampled a range of documentation including information from
- children's record and training records, and discussed evaluation systems, planning methods, policies and procedures.

Inspector

Angela Cole

Full report

Information about the setting

The childminder started in 1998 and registered with Ofsted in 2001. She lives with her husband and two of her adult children in the Hucclecote area of Gloucester. The house is close to parks, library, shops, primary schools and pre-schools. The ground floor of the home is available for childminding. Children's main care takes place in the living room, hall and kitchen-dining room. There is an enclosed garden with patio and safety surface for children's play. The family has a rabbit and indoor fish. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during, and after school, and in school holidays. There is one child on roll in the early years age range who attends after school. The childminder also cares for older children and children over eight years. She has two members of her family registered as her assistants who help very occasionally. The childminder holds a relevant qualification in early years at level 3.

What the setting needs to do to improve further

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

- make the best of opportunities to encourage children to learn about healthy eating and develop their independence by taking on suitable tasks and responsibilities during routines
- consolidate understanding about completing the progress check for two-year-old children and for incorporating this into ongoing assessment, to support fully children's learning.

Inspection judgements

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

The childminder's quality of teaching is good. She has a strong understanding of how children learn and interacts with them positively. The childminder provides a stimulating range of toys and resources that promote children's development and learning well relative to their starting points. This range includes musical instruments and a range of writing materials and creative activities. Children enjoy experimenting with varied materials and sticking resources to make collages. The childminder is gently attentive, taking notice of quieter children. She encourages language development effectively by offering open-ended comments and questions throughout activities. For example, when children played with toy safari animals, the childminder extended the activity by asking questions about the animals. She found associated words in favourite story books, to extend further children's thinking. The childminder makes robust use of her training on the

'Every child a talker' programme. This has a good impact on children's language and communication skills. Consequently, children acquire the skills, attitudes, and dispositions they need to support their future learning.

The childminder closely observes children to note their responses. For children younger than the school reception year, she writes about photographs to build a portfolio of children's learning and development. Overall, the childminder uses information gained from observations effectively, to plan the next steps in children's learning and ensure they achieve well. The childminder knows to implement appropriate assessments for children, such as the progress check for two-year-old children. She is aware of the requirement to share the progress check with parents and any other providers concerned. However, the childminder does not have the available information about this check and has not considered how to carry this out when she minds two-year-old children. This means that the childminder has not fully established observational assessment to support young children's ongoing development.

The childminder offers a good balance of adult and child-initiated play, in which she participates to follow and encourage children's interests and initiatives. This approach motivates children to concentrate and persevere in their chosen activities. Children enjoy familiar routines so that they relax and play well with each other, including after the school day. They choose to play in the garden using a variety of equipment and resources whenever they wish, which benefits those who prefer to be outdoors. The childminder builds positive relationships with parents and values their contributions. She observes children during their settling-in sessions and gains a general overview of what they can do. She gathers information from parents about their children's individual interests by having in-depth discussions regarding their needs. As a result, children settle well to enjoy their time with the childminder and to want to learn more.

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

The childminder shows sensitivity as she develops strong, positive relationships with children. She and members of her family foster a good sense of security and emotional well-being, as they show deep concern for children's feelings and distinctive personalities. As the children's key person, the childminder tailors children's care to meet their individual needs. For example, younger children respond to the childminder's comments and suggestions, so that they play happily and find resources they need calmly. The caring childminder provides plenty of encouragement, which supports children in becoming self-assured. Children show their growing confidence and self-motivation as they join in with older children, take decisions and make independent choices. This approach enables children to prepare well emotionally for changes, including for their moves to other early years settings and in school.

The childminder is attentive to children so that they learn how to keep themselves and others safe. She is quick to remind them of the house rules, such as sitting to eat. The childminder checks that they know how to use equipment safely, such as scissors. Children practise frequently how to leave the house calmly, so they know how to respond

in an emergency. Children behave well as the childminder uses supportive procedures that are consistent with her clear policy. She sets a good example to children so that they are polite, and she praises them for cooperating and being thoughtful. For example, she thanked them for cutting materials tidily over a bin. She provides a good range of toys and planned activities successfully, to enable children to develop an awareness of others and the wider world. As a result, children learn to identify and respect people's differences.

Overall, the childminder teaches children well about keeping themselves healthy. She promotes consistent hygiene procedures so that children willingly wash before eating. The childminder recognises when children are hungry and provides a range of nutritious foods, including fruits. However, she does not fully involve children in preparing snacks, which slightly limits the development of children's independence skills and learning about healthy foods. Children benefit from daily walks between school and the childminder's house. They enjoy hugely the stimulating range of physical activities outdoors, as they run, climb, swing and build with resources, such as crates, in the fresh air.

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

The childminder has good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. She is well organised and implements her policies and procedures consistently to create an environment that is welcoming, safe and stimulating. The childminder ensures that she leaves only vetted people alone with children. She has a secure understanding of how to recruit assistants and how to monitor their performance, should they begin to work regularly with her. Through enhanced training, the childminder has good knowledge of child protection issues. She is familiar with the referral procedures of her Local Safeguarding Children Board if she has a concern about a child. The childminder's risk assessment of the house and garden shows good awareness about security and appropriateness of children's resources. The childminder's assessment of risks to keep children safe when away from the premises is strong, for example on walks from school. As a result, children are secure and safe.

The childminder understands her responsibilities well in meeting the learning and development requirements of the Early Years Foundation Stage. She has a secure understanding of the areas of learning and of how children learn, to offer a broad range of experiences to help children make progress to the early learning goals. The childminder has good knowledge of how to monitor the planning and delivery of educational programmes that reflect the needs, aptitudes and interest of children. She knows how to keep assessment consistent and to identify children who may need extra support to close gaps in their learning.

The childminder uses a good level of self-evaluation to identify her strengths and areas for development. She values feedback gained from her local authority advisor, observes and talks with children and heeds parents' verbal and written comments. The childminder benefits from a variety of training and this has a good impact on her provision for children.

The childminder has implemented the action and recommendations from the previous inspection successfully. She has improved her provision with regard to security, supporting children's self-care skills and children's access to well-resourced outdoor play. The childminder makes clear plans to develop her practice to improve outcomes for children. For example, she plans to redesign and refurbish the outdoor area. She aims to create a questionnaire with children, to enhance her provision for them and their families. This planning shows a good capacity to sustain improvement.

The childminder has effective partnerships with parents and other providers; this helps to secure appropriate interventions for children to receive the support they need. She is proactive in arranging to share information with school teachers, in order to help children settle and to make progress. The childminder works effectively in partnership with parents to keep each other well informed about children's activities and development. Parents particularly value that their children are: 'always made to feel welcome and safe, in a safe comfortable and friendly environment where good manners and treating other with respect are always paramount'. They appreciate that the childminder provides many fun activities and, 'are delighted by the professional, reliable service and safe environment she provides'.

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	100998
Local authority	Gloucestershire
Inspection number	813178
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	09/07/2010
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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