

Inspection date	26/11/2014
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 safeguards the children and promotes their well-being effectively.
- The childminder has a good knowledge of children's needs and interests, and plans a range of experiences to aid their learning, so they make good progress from their starting points on entry.
- The children are eager to learn because the childminder encourages discussions and responds enthusiastically to what they do and say. This extends learning opportunities.
- The childminder maintains close partnerships with other providers and parents, and this helps children prepare well for the next stage in their learning.

It is not yet outstanding because

- The childminder does not challenge children's learning fully by encouraging problem solving and critical thinking, to enable rapid progress in learning.
- Children are not always encouraged to prepare their own food during meal times, to develop independence and confidence.

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 different rooms and offered the childminder the chance to take part in a joint observation.
- The inspector discussed the childminder's planning methods, risk assessments and policies and procedures, and talked with the children.
- The inspector took account of the childminder's suitability, sampled documentation and children's development records.
- The inspector took account of the childminder's self-evaluation and parents' written feedback.

Inspector

Helen Millard

Full report

Information about the setting

The childminder registered in February 2009. She lives with her partner and her three children aged ten, eight and three years in the Nythe area of Swindon, Wiltshire. The downstairs of the home is used for childminding. Children have access to the living room, conservatory, kitchen/diner and bathroom. Access to the home is at street level. There is a fully enclosed garden for outside play. The family has two guinea pigs and a fish tank. The childminder walks to a local primary school to take and collect children. The home is close to local amenities, and there is good access to the local bus service. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are five children on roll, who all attend on a part time basis. The childminder is currently caring for three children in the early years age group. There are two older children currently being cared for. The childminder is available all year round from 7am to 6pm every week day. The childminder holds a relevant early years qualification 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:

- develop sufficient challenge within activities to ensure children make rapid progress in their learning.
- encourage children's growing independence and confidence at mealtimes by, for example, enabling children to prepare their own food.

Inspection judgements

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

The childminder knows the children well and has a good awareness of how children learn. She plans exciting experiences and activities, which closely match the children's learning needs. The childminder has a good understanding of the Early Years Foundation Stage. Through regular observations, assessments and discussions with parents she is able to plan effectively for children's next stages of development. The childminder is sensitive to what the children enjoy and consequently, identifies how to motivate further learning. For example, one child was keen to do painting and this activity extended to include other children. Upon the child's request this activity then extended into a hand printing activity. The childminder joined in the activity and discussed the feel of the paintbrush, extending communication and language skills. Because of a wide variety of learning opportunities, children all make good progress in their learning and development.

The quality of teaching is good. The childminder plans interesting activities and extends children's learning through all areas of development. For example, while children played with toy food in the play kitchen, the childminder joined in, listening and asking questions. The children made a pretend birthday cake and the childminder encouraged their counting skills when they added candles by counting them. The children and childminder sang 'Happy Birthday' and then talked about a recent birthday party, promoting communication and language skills. The childminder encouraged counting and maths skills by discussing different ages with the children. This shows how learning is developed and extended skilfully through children's interest and play. Occasionally, however, the childminder misses opportunities to challenge thinking and learning by promoting problem solving and critical thinking. For example, when the paint pens do not work, she fixes them instead of encouraging children to try and find out how to do it. This means children's learning progress is not as rapid as it could be.

The childminder uses assessments to identify individual learning needs and she gives support if necessary. This ensures the children's learning is progressing. The childminder has a good relationship with parents. With a daily diary, the childminder keeps parents up to date with their child's learning and progress. The parents appreciate how well the childminder understands their children and constantly informs them of activities. This means children are secure in their key areas of development, which prepares them well for the next stage in their learning.

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

The childminder provides a welcoming, child-friendly environment. Her enthusiasm and enjoyment motivates the children and encourages learning. The children feel supported and they are stimulated to direct their own learning. Resources are easily accessible and the different rooms, both inside and out, encourage a variety of activities. The childminder encourages good manners and behaviour, and she is a good role model. The childminder uses 'Golden rules', and reminds the children to 'All play together; it's more fun that way'. She also encourages them to think through their actions, asking 'How do they feel if you don't share that?' This extends the children's cooperation skills and personal, social and emotional development. Children learn to respect and tolerate each other, and this prepares them well for the next stage in their learning.

The childminder encourages some aspects of children's independence and healthy practices. For example, in preparation for snack time, children washed their hands and helped to lay the table confidently and eagerly. They were encouraged to choose their own plates and this reinforced learning about colours. However, children do not help to prepare their own snack, and this does not extend their independence and confidence further.

The childminder meets other providers regularly, and this provides children with opportunities to interact with other children and adults. This develops their communication skills and confidence. During walks to and from school and during playtimes at the park, the childminder encourages children to talk about road safety and keeping safe. This

develops an understanding of how to manage risk and keep safe. These times also encourage physical development and exploration time, promoting children's understanding of the environment and of the world.

The children understand hygiene and personal needs. For example, after a painting activity, the children knew they could not eat their snack until they washed their hands. During snack time, children discussed their favourite foods and they showed an understanding of healthy diets. This means the children have an understanding of the importance of healthy practices. The children participate in practising emergency evacuation procedures, and this develops their understanding about keeping safe.

The children are happy and confident in the childminder's home. This promotes their well-being and supports positive relationships. The childminder has regular communication with the local pre-schools, and there is a two way sharing of plans and activities. Such communication means the children feel secure, prepared and understood when they move on to their next stage in learning.

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

The childminder meets the requirements of the Early Years Foundation Stage well. She understands her responsibilities to safeguard children and promote their welfare. The childminder protects and promotes children's welfare through implementing good safeguarding procedures. She attends training and has good written guidance to support her in recognising if a child may be at risk. The childminder carries out good risk assessments of her premises and for outings. She has all the required documentation in place, which she stores confidentially. The childminder regularly reviews policies and procedures, which accurately reflect current practice, and this is an improvement since the last inspection.

The childminder monitors children's progress closely, and this helps to identify any gaps in learning. She puts interventions and support into place if needed and this means the children make good progress in relation to their starting points. The childminder does not always use all opportunities to challenge children's thinking to promote the highest levels of achievement for all children. The childminder gains additional support from partnerships with other providers and advisors, and this ensures a consistent approach.

The childminder is enthusiastic and keen to improve practice. She reviews and evaluates her practice regularly. Her recent work as a support for new childminders enabled her to review her own practice and identify improvements. Because of this, she is keen to undertake the next level of qualification. This self-evaluation and improvement helps the childminder to identify what she can do to improve learning outcomes for children.

Improvements in the provision are evident since the last inspection and recommendations have been addressed. Information sharing and involving parents in their child's learning

have significantly improved. Parents comment very positively on the childminder's practice and arrangements for exchanging information. The childminder regularly gives parents photographs of their child's activities. This informs parents how she continues to meet children's care and learning needs and parents value this. As one parent states, 'It's hard being a working parent but the childminder makes it easier'.

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	EY384698
Local authority	Swindon
Inspection number	838250
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28/09/2009
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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