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| Inspection date | 12/01/2015 |
| Previous inspection date | 27/07/2009 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision requires improvement

- Children are settled and confident in the childminder's welcoming home, so are ready to learn.
- The childminder helps children to communicate confidently, so they share their thoughts, needs and ideas.
- The childminder's sensitive, caring approach supports and teaches children to share, take turns and consider the needs of others, meaning they develop good personal, social and emotional skills.

It is not yet good because

- The childminder's existing checks on children's development do not identify what they need to learn next clearly.
- Strategies to support and engage parents in sharing information about children's learning and development in the home are not in place.
- The childminder does not always support children in developing good habits with regard to daily hygiene practices, such as washing their hands before eating.

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 spoke with the childminder at appropriate times during the inspection.
- The inspector observed children during play and activities.
- The inspector took into account the written views of parents.
- The inspector looked at documents relating to the Statutory Framework for the Early Years Foundation Stage, including children's assessments.
- The inspector viewed all areas of the home used for childminding.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder started in 1995 and registered with Ofsted in 2001. She lives with her four children in Chippenham, Wiltshire. There are local shops, a school and a park in the locality. The downstairs of the house is mainly used for childminding. There is an enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She currently cares for five children in the early years age group. The childminder holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the current system for checking children's learning and development to identify clearly what children need to learn next

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

- strengthen the methods used to help parents share information about their children's learning and development at home
- help children develop awareness of healthy practices and learn good habits, such as washing their hands before eating.

Inspection judgements

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

The childminder has a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. She provides children with a varied range of resources, activities and experiences that keep them occupied and interested. These cover all areas of learning.

The childminder gets involved in children's activities, supporting their language and communication skills effectively. For example, when the children dress a doll she asks them what it may need to wear next, and where they will take it. Children respond to the childminder's questions with enthusiasm. The questions extend their play and encourage thinking. They develop their understanding of the world, as they consider what the doll might need to wear outside in cold weather.

The childminder observes children in their play and takes photos of some of their activities to help her track their progress and to share with parents. She assesses children's learning and uses this information to help inform planning of future activities. However, the childminder does not use these assessments consistently well in order to enable her to identify accurately any gaps in each child's learning. This means that she does not prioritise what children need to learn next to help them achieve better in all areas of learning.

The childminder takes children on regular outings around their local community, including trips to the local parks, soft play places and nature parks. These outings enable children to explore the outdoor environment and widen their play and learning experiences. The childminder provides children with suitable opportunities to experiment through creative play activities. These allow children to use their senses to explore media and materials, such as paper, glue and paint, to create pictures. The childminder effectively supports children's enjoyment of books. She reads to them daily and makes books available for children to select independently. This helps children to develop their awareness of print and supports their independence of choice during play. Such experiences help children to value books, ready for their eventual move to school.

The childminder has established positive relationships with parents. The daily discussions at handover times enable a two-way exchange of information. This communication keeps parents suitably informed about their children's activities and progress. The childminder does not gain enough information from parents to enable her to identify all children's skills and abilities on entry, or their learning at home. This means she is not able to plan for their progress right from the start or use parents' knowledge of their children to help with her ongoing planning, which slows children's progress.

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

Children are happy and settle quickly. This is due to the positive relationships they have with the childminder, who provides a welcoming and warm environment. Children demonstrate their confidence as they chat to her about what they are doing, and ask questions during play. The childminder has a clear understanding of children's individual care needs, which helps her to support children appropriately, so they feel safe and secure. The childminder takes children to toddler groups regularly, which helps them to gain appropriate social skills and learn to develop relationships. This social development prepares them for the next stage in their learning, such as pre-school or school.

Children benefit from using a suitable range of toys, most of which are stored at a low level for easy access. This arrangement helps children to develop their independence. The childminder offers children praise and encouragement as they play, helping them to gain confidence and feel proud of their achievements.

The childminder carries out a risk assessment on all areas of her home and for any outings. She is clear about areas where she needs to provide children with additional

support to help keep them safe. For example, she consistently risk assesses the environment while babies develop from crawling to walking, so they do not pick up things that are harmful. The childminder helps children to develop positive attitudes and good behaviour through making her expectations clear. As a result, children are learning to share, take turns and cooperate. The childminder supervises children well. She explains to older children why it is important to be gentle when playing with babies, and why throwing toys can be dangerous. This teaches children how to keep themselves and others safe. All children take part in regular fire drill practices, which help to raise their awareness of what to do in an emergency.

Children benefit from daily opportunities to play outdoors in the fresh air or go for walks in the local area. The childminder provides them with healthy snacks and regular drinks of water during the day. However, the childminder's routines are not consistent in helping children learn good hygiene habits. For example, children are not always encouraged to wash their hands before eating.

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

The childminder has a suitable awareness of the requirements of the Early Years Foundation Stage for both learning and development, and safeguarding and welfare. She has a clear understanding of her role and responsibilities for child protection. She is aware of the signs and symptoms that may indicate a child is at risk of harm, and understands the correct procedures to follow in the event of such a concern. The childminder has implemented policies and procedures to help support her childminding service; she shares these with parents. She makes sure all required documentation is in place, including a clear record of children's attendance.

The childminder is keen to develop her skills and knowledge further and since her previous inspection has completed a recognised early years qualification. The childminder has some systems to help her check children's progress, including some observations and photos in the children's learning journal records. However, the childminder's systems for monitoring children's progress and development are inconsistent. They are not fully effective in enabling the childminder to identify the progress that all children make, and any gaps in children's learning. This means that she is not able to ensure that educational programmes offered meet all individual children's learning needs well.

The childminder evaluates her practice and thinks about positive changes that she can make in order to improve outcomes for children. For example, she would like to learn how to use sign language with young children to support their communication further. She welcomes feedback from the parents and sends out questionnaires to gain this to help her reflect on the service she provides. In written feedback, parents state that they are very happy with the childminder's service. They report that children settle well with her and are 'very happy' to attend.

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

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| Unique reference number | 161732 |
| Local authority | Wiltshire |
| Inspection number | 842087 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 27/07/2009 |
| 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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