

Inspection date	14/01/2015
Previous inspection date	31/07/2009

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 provides a warm, caring environment where children settle well and feel safe and secure.
- The childminder uses children's interests to promote their learning and development through a good range of activities. Consequently, children make good overall progress.
- The childminder demonstrates a good understanding of her responsibilities in safeguarding children and keeping them safe in her care.
- The childminder uses lots of praise and encouragement, which boosts children's self-esteem and supports them in persevering during activities.

It is not yet outstanding because

- The childminder does not engage parents in sharing information about children's learning and development in the home when they first begin.
- The childminder does not provide a broad range of books, print and resources in children's home languages to fully support their language development and reflect their backgrounds.

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 sampled a range of paperwork including children's learning journals, training certificates, fire evacuation records and children's details.
- The inspector viewed all areas of the home used for childminding.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder has been registered since 1985. She lives with her husband in a bungalow in the Monkton Park area of Chippenham, close to local parks, schools and shops. All areas of the property, except the main bedroom and the office, are used for childminding. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll, seven of whom are in the early years age range. The childminder walks to the local school to take and collect children. The childminder attends the local carer and toddler group on a regular basis and is a member of the local childminding group.

What the setting needs to do to improve further

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 right from the start
- extend the use of children's home languages in the setting, to enable them to further develop their language skills and value their heritage.

Inspection judgements

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

The childminder has a good understanding of how children learn. She knows the children well and is aware of their individual interests and preferences. This means the childminder is able to plan and organise activities and experiences that keep children engaged and interested in their play. The childminder uses relevant early years guidance in her practice to support children's progress and highlight the next steps in their development. Consequently, children make good progress in their overall learning. The childminder provides children with a good range of resources, which they are able to access easily. This supports their independence of choice during play. She helps children to acquire a range of skills that will support them in the next stage of their learning. For example, she teaches them to share, take turns and consider one another during play. Children explore a variety of materials and craft items during projects such as 'World Bird Day'. Children develop their understanding of the natural world when the childminder takes them for walks to identify the birds they have been learning about. Children play happily and persist in tasks, which demonstrates their developing levels of concentration and interest in the activities provided. The childminder interacts well with children and is effective in extending their learning. For example, she encourages children's communication and

language development by chatting with them, asking questions, making suggestions and using clear explanations. The childminder effectively supports children's early literacy and mathematical development. She combines shapes and puzzle pieces with letters of the alphabet. Through play, the childminder teaches children to associate and recognise letters with words and to think about which letter their own name begins with.

The childminder has good relationships with parents. She makes time each day to discuss with them what their children have been doing while in her care. The childminder and parents also share information about children's ongoing development on a regular basis. However, the childminder has not yet developed opportunities to gather information about children's skills and abilities in the home when they first begin. This means that she does not always have the wealth of information needed to plan for children's next steps right from the start.

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

Children are very settled in the childminder's home because she has created a caring environment for them. She has a good knowledge and awareness of children's needs and interests. As a result, children feel safe and secure and form strong attachments with the childminder. Children clearly enjoy the company of the childminder and include her in their play. She supports them well during activities with praise and encouragement for all their efforts and achievements. This helps children to feel valued and promotes their well-being and self-esteem. The childminder supports children for whom English is an additional language. She learns about aspects of their culture and introduces activities such as celebrating festivals that are important to the children and their families. However, she has yet to fully incorporate resources that reflect the languages children speak at home within her setting. As a result, children do not have access to stories, print, and dual language books that reflect their home language. This means children do not have the opportunity to further develop their dual language skills and make effective connections with their heritage.

The childminder teaches children how to keep themselves safe by reminding them to be careful in different situations, for example, when running indoors or using tools during art and craft. Children demonstrate their understanding of the house rules as they point at the pictures and explain what they mean to the childminder. The childminder also practises fire drills on a regular basis to ensure children know how to leave the building safely in the event of an emergency. Children become familiar with good practices to keep themselves healthy through daily routines. For example, they understand the need to wash their hands after using the toilet and before meals. The childminder works closely with parents to ensure she meets children's individual dietary requirements and she provides them with healthy snacks. The childminder ensures that children have plenty of opportunities to benefit from regular fresh air and exercise. They are physically active every day and make good use of local parks and play places. The childminder encourages children to develop skills in self-care, such as, going to the toilet alone and putting on their own coat and shoes. These opportunities help children to prepare for their eventual

move to school.

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

The childminder demonstrates a good understanding of her responsibilities to meet and maintain the safeguarding and welfare requirements of the early year's foundation stage. She implements a good range of policies and procedures. The childminder has a good knowledge of the signs and symptoms that indicate a child might be at risk. She is aware of whom to contact if she has concerns about a child. The childminder undertakes regular risk assessments, and as a result, she maintains children's safety in the home and on outings. The childminder is aware of her role in delivering the learning and development requirements. She observes children, monitors their progress and plans for their next steps in learning. Therefore, children make good progress in their development.

The childminder reflects on her practice on a regular basis and uses a written self-evaluation. She incorporates the views of parents and children and uses their feedback to make improvements to her setting. She has addressed the recommendations from her last inspection to improve the outcomes of the children she cares for. The childminder has built good relationships with parents. She ensures they are well informed about what their children have enjoyed doing each day and are kept up to date with their level of progress. The childminder has gathered a large amount of positive references from both previous and current parents. They mention how happy they are with the care their children receive, stating that she provides a 'professional and homely service' and how they appreciate the support she gives to both children and their parents. The childminder understands her role to work in partnerships with other childcare settings. She has good methods in place to support and maintain continuity of care and learning. For example, she ensures she receives a copy of the children's assessments from other settings and incorporates their planning within her own.

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	161855
Local authority	Wiltshire
Inspection number	842095
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	31/07/2009
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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