

Inspection date	28 January 2015
Previous inspection date	9 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder builds warm, close attachments and relationships with children so they settle quickly and gain a strong sense of security. This is because she spends good-quality time supporting them in their activities and she praises them frequently.
- The childminder's assessment and planning demonstrate her strong knowledge about each child. Her teaching is good because she responds to children's needs and interests. She provides activities that interest children and which challenge them.
- The childminder has a good knowledge about safeguarding children. She has robust procedures in place to keep children safe and provides a secure environment for them.
- The childminder plans practical experiences and encourages children to develop a good understanding of the importance of health and hygiene. She teaches children about the importance of exercise and the reasons for washing to remove germs.
- The childminder builds strong relationships with parents and staff at other settings. She regularly exchanges information so that she understands children's individual needs well. This approach benefits children's ongoing care, learning and development.
- The childminder discusses plans to develop her provision and values other people's views, including those of parents and children. She has identified pertinent training, including in special educational needs and or/disabilities, to prepare her to care for children with different needs.

It is not yet outstanding because:

- The childminder selects appropriate resources from storage for babies but she offers fewer natural resources to support their learning.

What the setting needs to do to improve further

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

- extend babies' learning through their senses by providing an interesting range of natural materials that is easy for them to reach.

Inspection activities

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

Inspector

Angela Cole

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder's teaching supports children well, so they make good progress. She gathers good information from new parents about children's routines, abilities and interests. The childminder helps babies to enjoy resources to develop movement and language. She teaches children early reading and writing skills and encourages them to be creative with paint colours, for example. The childminder helps children to think and make links in their learning in and out of doors. For example, children pretend in play with mud and collect natural materials, such as sticks for winter pictures. However, the childminder does not encourage babies to explore the natural world often by using their senses to extend their learning. Nevertheless, the childminder observes children effectively to plan activities that promote their future development. Mobile children choose from exciting resources stored at their level so they are motivated to learn and concentrate. The childminder prepares children well for school.

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

Children develop strong attachments with the childminder, who responds to them with warmth and caring. Photographs of children are included in their journals, which help them feel at home. Relationships between children are good and children of different ages play well together, sharing and taking turns. They respond to behave well as the childminder explains what she expects and is a good role model to follow. The childminder helps children learn how to keep themselves safe. For example, children follow road safety rules and practise what to do in an emergency monthly. The childminder meets babies' care needs well and teaches children about the importance of a healthy lifestyle. All year round, children go for walks, use a local park and play outdoors so they have space to move around energetically in the fresh air. This approach successfully helps them to develop good physical skills and to begin to keep themselves healthy as they grow up.

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

The childminder fulfils her teaching responsibilities well and implements her childminding care role effectively. She checks children's progress at regular intervals, including for two-year-old children. She meets their needs well and focuses on closing gaps in their achievements. Children with special educational needs and/or disabilities receive particularly good support to gain confidence and make progress. The childminder understands well how to keep children safe. She keeps records up to date. She reviews detailed assessments of risks so that children play safely. The childminder encourages parents to communicate daily, so knows any issues. She makes the most of parents' knowledge about children's activities and progress at home to foster their learning when with her. The childminder plans a well-organised, regular and effective training programme which is helping to improve further her provision and teaching.

Setting details

Unique reference number	100939
Local authority	Gloucestershire
Inspection number	835595
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	9 January 2009
Telephone number	

The childminder began childminding in 2000 and registered with Ofsted in 2001. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter and older school-aged child. Children use a play room, living/dining room and toilet facilities downstairs, and a bedroom for sleeping upstairs. There is an enclosed rear garden for outside play. The childminder offers childcare before, during and after school and in school holidays. She may have funding for free early education for children aged two years and receives this for children aged three and four years. The childminder holds a relevant childcare qualification at level 3.

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