

Inspection date	17 March 2015
Previous inspection date	25 February 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 relationships with children so that they feel happy, settle quickly and gain a strong sense of security. She spends good-quality time supporting and challenging them in their activities and praising their efforts.
- The childminder has effective systems for using observations to assess children's interests and their achievements in each area of learning. As a result, children are making good progress in their learning and development.
- The childminder skilfully guides children's behaviour and explains her expectations clearly. She effectively models appropriate use of language so children are polite.
- The childminder makes good use of her qualification. She safeguards children effectively. Her home is safe and her safety procedures are up to date.
- The childminder makes parents feel very welcome. She updates them about their children's experiences by inviting them to see what children are doing.
- The childminder organises an effective professional development programme, which is improving the quality of teaching. She addressed the previous recommendations and action promptly, so developing the quality of her provision.

It is not yet outstanding because:

- The childminder occasionally misses chances to maximise children's understanding of how sounds link with letters, in readiness for the eventual move to school.
- Methods for gaining information from parents about children's starting abilities are not precise enough to assist the childminder in planning as well as possible for their individual learning when children first start.

What the setting needs to do to improve further

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

- extend activities to prepare children for learning to read, by developing their knowledge of letter sounds and names
- strengthen existing information obtained from parents when children first start; to assess what they can already do, and to identify their starting abilities and stages of development more precisely.

Inspection activities

- The inspector viewed the areas where childminding takes place, including the toys, equipment and resources children use, and observed the childminder engaging in a range of indoor learning activities with children.
- The inspector had discussions with the childminder. These included risk assessment, use of outdoors, working in partnership, assessment and planning methods, and a specific activity she planned.
- The inspector took account of information in a recent parents' survey.
- The inspector sampled a range of documentation, including the childminder's self-evaluation, children's records, training records, safeguarding 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 has a good understanding of how children learn through play. She knows when to extend their learning further. The childminder plans challenging experiences that reflect children's individual needs so they progress well. Children increase their communication skills as they listen carefully to the childminder and have time to respond thoughtfully to her questions. Children greatly enjoy singing and looking at books, but the childminder occasionally misses opportunities to help children's early literacy development. Children concentrate and take great delight in telling their own stories as they decide who is 'doctor' and 'nurse'. They develop their coordination well through activities such as jigsaws and creating pictures from pasta. They enjoy counting during their activities. As a result, children develop the key skills they need to support their next steps in learning. The childminder has regular conversations with parents, who provide details about children's ongoing learning and development at home.

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

The childminder supports children's physical and emotional well-being through consistent care and flexible routines that meet their individual needs to a good standard. As a result, children form strong bonds with the childminder so that they gain confidence and self-assurance. Children develop strong friendships because the childminder helps them to play well together at her home and when at a children's group. There are plentiful, well-chosen resources that support a wide range of interesting activities. Toys and equipment are easily accessible to children, who have good scope to initiate their play. Children learn about healthy eating and they talk about eating fruit they grow in the garden. The childminder teaches children how to keep themselves safe, including when they climb and balance outdoors. Children tell each other what to do during fire drills. They develop a good understanding of how to manage appropriate risks and challenges.

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

The childminder has strong knowledge of the learning and development requirements. She monitors children's progress well so that she can tailor any additional support needed. The childminder knows her responsibilities. She recognises the issues and risks concerned with online safety and takes steps to minimise these. The childminder values the views of parents and children as she reflects on her service. She attends frequent training and childminder forums to share ideas to drive improvement in her provision. The childminder makes changes that are practical and effective to benefit children. For example, she plans summaries of children's learning more frequently and is booked on training aimed at enhancing her partnership with parents.

Setting details

Unique reference number	100946
Local authority	Gloucestershire
Inspection number	845817
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	25 February 2009
Telephone number	

The childminder started minding in 1995 and registered with Ofsted in 2001. She lives in the Churchdown area of Gloucester. The childminder offers childcare usually from Tuesday to Thursday before, during and after school and in school holidays. She offers funding for free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

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Piccadilly Gate
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