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|--------------------------|------------|
| <b>Inspection date</b>   | 13/03/2014 |
| Previous inspection date | 02/04/2013 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|                                                                                        | Previous inspection:    | 4 |
| 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**

- The childminder has a friendly and reassuring approach which helps children settle easily.
- The childminder supports children's communication skills well through her discussions about their play.
- The childminder continues to attend short training courses to help support children's care and learning.
- The childminder provides regular opportunities for children to develop their physical skills in play.

### **It is not yet good because**

- The childminder does not ensure the contents of her first aid kit are sufficiently maintained to ensure children can be appropriately treated in the event of an accident.
- The childminder has not fully established systems to monitor children's development to help identify any gaps in their learning.
- The childminder does reflect on her practice, but she is in the early stages of developing systems for evaluating her childminding service.
- The childminder has not fully established effective systems for sharing information on children's development with other settings children attend.

## 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 held discussions with the childminder.
- The inspector observed children's play activities.
- The inspector sampled documentation, such as operational policies and procedures, planning documents and children's learning journals.
- The inspector took into account written views from parents.
- The inspector viewed the childminder's self-evaluation notes.

## Inspector

Mary Daniel

## Full report

### Information about the setting

The childminder registered in 2000. She lives with her husband and teenage daughter in a four-storey house situated near the centre of Trowbridge, Wiltshire. Access to the front door is via several steps. Children have use of a dining/playroom on the ground floor and bathroom facilities on the first floor. There is an enclosed garden available for outdoor play at the back of the premises. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, one of whom is in the early years age range. The childminder collects children from the local schools.

### What the setting needs to do to improve further

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

- improve the use of assessment systems to effectively monitor children's progress and identify any gaps in their overall learning
- ensure a first aid box is accessible at all times with appropriate contents for use with children.

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

- extend the systems of sharing information on children's development with other settings they attend, to fully promote a continuous approach to their learning
- develop further the systems of self-evaluation, to fully support effective assessment of all aspects of practice and clearly identify areas for future development.

## Inspection judgements

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

The childminder is developing an overall appropriate understanding of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage. She provides activities that are generally based on children's interests and skills. For example, she recognises children's enjoyment of playing with tractors. She encourages children to push their tractors through some paint to make tracks and patterns. This helps children to develop an interest in mark making and develops their pre-writing skills. The childminder identifies children's fascination with animals. She plans outings to a pet shop

and activities in the garden to look for wildlife and see where they live. This helps children's understanding of their natural world. The childminder interacts well in activities to help children think and begin to start solving simple problems. For instance, children choose to play a matching game using a feely bag of different textured squares. The childminder asks them what the material feels like and introduces words such as, rough, smooth, slippery and silky. This effectively engages children in this activity and they are keen to talk about the textures and decide how these feel. Children show pride as they reach into the bag of squares and find the matching pair. This interaction encourages children's participation in play and supports them in becoming active learners. In addition, this game supports children's language skills and their exploration of colour.

The childminder has reviewed her systems of planning, observation and assessment since the last inspection. She uses her observations to inform summaries of children's development, which she shares with their parents. This helps her provide activities that encourage children's interest and involvement, which helps them make steady progress overall. However, these systems are still being established. The childminder is not yet consistently using these summaries effectively to monitor and identify any gaps in children's progress in all areas of their learning. At times, this has an impact on the effectiveness of some activities in supporting children's ongoing achievements.

Children enjoy talking to the childminder about the colourful butterfly picture they made. They remember that they put glue onto the butterfly shape and then stick orange, red and yellow shapes over the wings. This encourages children's hand-eye coordination skills and interest in creativity using colour and shape. The childminder extends this interest further as she provides different coloured paints for children to mix together. They notice the changes as the colours merge together. They use purple, blue and orange to make their square and circle shapes. Consequently, children explore colour in a variety of ways. The childminder encourages children's number awareness through games such as hopscotch and counts with them as they jump onto the numbers. This helps children start to develop an interest in numbers and they begin to count in sequence. The childminder reads stories with children and encourages their involvement as she responds to their questions about the pictures they see. As a result, children gain an enjoyment of books and develop their communication skills. The childminder takes children out to collect leaves and twigs from the park so they can make a picture with these. This supports children's creativity in art and design.

Parents' written comments, seen during the inspection, show they feel their children love the childminder and they are satisfied with the service she provides. The childminder completes progress checks for two-year-old children and shares these with their parents. She shares these checks with other settings children attend, which supports some liaison on their development. However, other information she shares with these settings regarding children's ongoing learning needs is limited. This has an impact on the continuity of the support given for children's learning in their different care settings.

Children relate happily to the childminder's relaxed and reassuring approach. She listens to their discussions and keeps clear daily routines, which helps them feel secure in her home. The childminder provides opportunities for children to meet with other children, for instance at toddler groups, and develop their early relationships. This supports children's social skills and helps them develop confidence away from their main care setting. Children develop their independence as they learn to put on their own shoes and coats. The childminder helps children to slot their coat zip into place and praises them as they pull this up. She has formed house rules with the children and they have established their agreed 'do's and 'don'ts' together. For example, the older children know they should keep noise levels down and respect the needs of their younger friends. The younger children begin to use good manners naturally as they say 'please' and 'thank you' appropriately. The childminder praises children for their efforts in play. This helps them feel valued and they learn to behave well. As a result, children start to develop skills that will promote their move onto nursery or school. The childminder provides children with healthy snacks of fruit and vegetables, such as cucumber, grapes, orange or dried apricots. Children can access their drinks beakers easily and enjoy their food. They like playing a shopping game, where they talk about the vegetables they are selling. This encourages children to develop a positive awareness of healthy foods. Children know the routine for washing hands before lunch and start to do this independently. Sometimes they bath the dolls and the childminder helps them to make sure they clean and dry them well. This helps children gain awareness of suitable hygiene practices. The childminder talks to children about safety as they cross roads on outings. She explains the importance of looking and listening for cars, before crossing. She takes them to visit a nearby fire station and children remember the fire engine making a 'nee nor' sound. The childminder reinforces this experience by practising fire drills with children. This supports children in developing some ideas for keeping themselves safe from harm. The childminder provides regular opportunities for children to exercise and enjoy being out in the fresh air. She takes children out to a local park where they can climb, slide and swing. They sometimes walk to the nearby fountains to feed the ducks and swans. The childminder has reviewed the organisation of the play areas in her home to create more clear space. This enables children to move around and play more easily. She provides a range of age appropriate toys and resources, which children can mostly access independently. For instance, they enjoy using the toy cars on the road mat and make them move around and then stop. They like to ride on the bike with stabilisers in the garden, which supports their physical development and coordination skills.

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

The childminder is developing an appropriate understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has attended training, such as a safeguarding training course, to promote children's welfare. The childminder has a satisfactory awareness of possible issues that may cause concern with children's well-being and understands the procedures to follow should a concern arise about a child in her care. She has carried out risk assessments and put in place suitable measures to help minimise accidents to

children. For example, the use of plug socket covers and cupboard locks. In addition, the childminder makes daily checks of play areas. The childminder has completed a first aid course. However, she has not made sure that her first aid kit contains sufficient, appropriate contents. This has an impact on the effectiveness of how any emergency situations are managed. This is a breach of requirements. The childminder has made improvements since her last inspection. She has reviewed her operational policies and procedures. She understands the requirement to record any complaints and has formats in place for doing so. The childminder is aware of events and information that need to be notified to Ofsted. She shares information on children's ongoing achievements with their parents. In addition, she has developed ways for them to share their observations of their child's development. This contributes to providing some continuity in children's learning. The childminder has started developing systems of evaluating her practice. She has spent time recording her observations of her provision and has identified and addressed several issues. For example, she has reviewed her behaviour policy and worked with children to develop clear boundaries. This supports more effective management of all children's behaviour and encourages them to play cooperatively. In addition, the childminder includes parent's views in her evaluation through use of questionnaires. However, the childminder has not yet fully established these evaluation systems to support her aims for continual improvement in all areas of practice.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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. It will be monitored and inspected within twelve months of the date of this 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     |                      | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                                          |
| Not met |                      | The provision has no children on roll. 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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | 144842      |
| <b>Local authority</b>             | Wiltshire   |
| <b>Inspection number</b>           | 916825      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 5           |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 02/04/2013  |
| <b>Telephone number</b>            |             |

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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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