

Inspection date	24/01/2013
Previous inspection date	15/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 and welcoming environment where children are happy and confident to learn and develop.
- The childminder works closely with parents to identify each child's individual needs.
- The childminder actively engages with children to support and promote their learning through play.
- The childminder offers children a well-balanced programme of both indoor and outdoor activities.

It is not yet outstanding because

- The childminder makes informal observations of children's achievements and uses these to plan for future learning. However she does not yet have an effective system in place to share this information with parents to enable them to share their observations about children's learning at home.
- The childminder has made an evaluation of her provision and identified some areas for future development; however she has not yet invited feedback from parents or children.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed the childminder interacting with children throughout the inspection.
- The inspector examined samples of records and documentation including children's registration forms, medication records and policies and procedures.
- The inspector observed a range of resources available to children during their play.

Inspector

Carol Cox

Full Report

Information about the setting

The childminder registered in 1994. She lives with her husband and their two school-aged children, in Warminster, Wiltshire. She uses the ground floor of her house for childminding. There is an enclosed back garden for outdoor activities. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll in the early years age group. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- develop the system for sharing observations about children's achievements and their progress to help parents further contribute to their child's learning
- develop the system to evaluate and assess the quality of the care, learning and development to identify any areas for development and include feedback from parents and children.

Inspection judgements

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

The childminder plans a wide range of interesting activities to promote and challenge children's learning and development in all areas. She works very closely with parents to identify each child's individual care, learning and development needs. She observes children to learn about their likes, dislikes and particular interests. She uses this knowledge to plan and provide activities to help them make best progress. For example, when children are learning to walk she provides favourite toys and activities at different heights around the room to encourage them to move about. Children benefit from individual and sensitive support from the childminder as she talks to them about their play and celebrates their achievements. The childminder has a good understanding of how to promote children's developing speech and language skills. She listens intently to children and responds positively, offering extended vocabulary and modelling sentences. Children enjoy free access to a wide range of resources and this helps them begin to make choices to support their own learning. The childminder provides an interesting range of activities, toys and equipment to meet children's learning needs in all areas. For example, children's physical development is encouraged through both indoor and outdoor play. They play with push along and ride on toys and show their expertise at manoeuvring around furniture. The childminder is skilled at adapting activities to challenge children to develop skills in all areas. For example, when children play with tray puzzles she promotes their language development by challenging them to name different animals. She helps them count the animals and talks to them about colours and shapes. Children choose activities and use their imagination to develop their own games and recreate familiar scenes from their lives. Children show their care for others when snugly tucking up baby dolls for naptime. When children decide to draw and write the childminder sits with them and talks about their pictures, helping them recognise that marks have meanings. Children enjoy exciting and interesting outside play in the childminder's garden where there is a wide range of toys

appropriate to their ages. The childminder has two guinea pigs, with which the children have supervised access. This helps them understand about the needs of different animals. The childminder takes children to local toddler groups to offer them opportunities to socialise with others and participate in larger group activities. This helps children gain confidence before moving on to nursery or school. Children learn about the wider world and different people when visiting local amenities and observing the world. They celebrate festivals and events from their own lives and those of others. For example, children make cards for Easter and family birthdays.

The childminder keeps parents well informed about the children's activities and achievements through daily discussions and the sharing of photographs. She makes quarterly reviews of children's progress in all areas of learning and has a good knowledge of individual learning needs. She does not yet offer parents opportunities to share observations of children's learning and development at home. This reduces continuity between learning at home and when children are in the childminder's care. No children currently attend other settings; however, the childminder is fully aware of the benefits of sharing information, with parents' consent, with others involved in children's care. The childminder actively promotes children's curiosity and desire to explore and to develop confidence to make choices. These are important skills which will support their future learning.

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

The childminder provides a safe and consistent environment where children feel secure. She knows children well and responds to them positively, therefore children are confident to seek reassurance and make their needs known to her. The childminder provides consistent and clear boundaries so that children learn what is expected of them, and their behaviour is generally very good. For example, they know that they must sit at the table to eat. The childminder explains the need for safety so that children begin to learn how to keep themselves safe. For example, when young children are learning to walk she reminds them to keep the floor clear of toys to prevent falls. She checks smoke detectors regularly and practises the fire evacuation procedure with all children. This helps them understand the need to follow simple instructions and respond to emergency situations.

The childminder makes robust risk assessments of all aspects of her provision and this means that children are free to move safely. She regularly checks her wide range of resources to make sure that toys and equipment are safe and appropriate for children to freely choose. She checks that resources reflect the wider world in a positive way. When choosing resources the childminder reflects on the individual interests and preferences of each child. When on outings the childminder makes instant checks of playgrounds and parks to further secure children's safety.

Through careful discussion with parents about home routines the childminder is able to provide care consistent with children's home experiences. She helps children learn good self-care and independence skills and explains about the importance of good hygiene. Children sleep in line with home routines and are constantly within earshot of the

childminder. There are well-informed policies and procedures in place to ensure the safe administration of medication and treatment of injuries when accidents occur. She prevents spread of infection through good practice and sensible precautions. To further safeguard children's health she has recently attended training in food hygiene. The childminder is happy to provide nutritious food and drink for children relevant to their individual dietary needs. Currently parents have decided to provide lunch boxes for their children, which the childminder stores safely in her fridge.

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

The childminder organises her provision well to offer a caring and welcoming environment where children are highly valued and their welfare successfully promoted. She plans an interesting selection of activities with regard to the individual needs of each child in her care. Consequently children make good progress in all areas of learning in relation to their starting points. The childminder has a clear understanding of safeguarding and child protection issues and attends regular training. She shares her well-written policy and procedure with parents so that they understand her responsibilities for protecting their children. Her comprehensive policy and procedure follow the guidance of the Local Safeguarding Children Board. She works closely with parents to identify all those adults who are allowed to collect children from her care and has sensible arrangement in place for emergency situations. The childminder has clearly written policies, procedures and guidelines in place to support her practice; she shares these with all parents.

The childminder builds effective working relationships with parents to provide consistent care for children. Currently no children attend other settings; however she recognises the value of working with others involved in children's care and will develop these relationships as children begin to attend other settings. The childminder is committed to developing her provision and attends regular training. She has made a self-evaluation of her practice and identified areas for future development. She does not yet always seek or include feedback from parents or children in a formal manner to help identify further areas for improvement. However she respects parents' wishes and concerns and works closely with them to provide the best care for their children.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	145126
Local authority	Wiltshire
Inspection number	814095

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	15/06/2009
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 that are usually their 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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