

Inspection date	06/05/2014
Previous inspection date	22/06/2009

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

- Children are motivated and achieve well in this caring and welcoming environment. They make good progress in their learning and development.
- The childminder provides an inclusive service. Children experience close and warm relationships with the childminder, which helps them to build independence, confidence, security and stability.
- The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements and is able to implement them effectively.
- The childminder attends appropriate training to stay up to date and continues to develop her knowledge and skills to promote better outcomes for children.

It is not yet outstanding because

- Systems to monitor and track children's progress to ensure they accurately identify potential gaps in children's learning are not fully effective.
- Children have fewer opportunities to easily explore and investigate an exciting range of outdoor equipment to enhance all areas of their learning.

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 observed activities in the main playroom and the garden.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- Feedback took place with the childminder about the outcome of the inspection and the recommendations raised.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The childminder registered in 2000. She lives with her three adult children in Corsham, Wiltshire. The family have a pet dog. The minded children have access to the ground floor areas of the house including a dedicated playroom and sleep room. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At present, the childminder has five children on roll in the early years age range. She is an active member of the local childminding group. The childminder also provides care for older children. She offers care on a daily basis, after school and during school holidays. She is able to walk or drive to local schools and other early years facilities. The childminder holds a Level 4 early years qualification.

What the setting needs to do to improve further

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

- enhance systems to track children's learning more closely to identify any potential gaps in their progress
- make resources more accessible and strengthen the learning opportunities during outdoor play, so they encourage investigation and exploration in all areas of learning, and can be used in a variety of ways.

Inspection judgements

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

Children enjoy a varied range of experiences that meet their needs well and promote their learning and development effectively. The quality of teaching is good because the childminder has secure procedures in place to plan for and support children's interests. She has a good understanding of the age expectations of children and provides a fun learning environment. In addition, planning develops through frequent observations of children during their play and identifies each child's next steps. However, the childminder does not use effective systems to monitor and track children's progress to ensure they accurately identify any potential gaps in children's learning. Children show delight in the various activities on offer and keep busy throughout. They remain focussed and interested for long periods of time. The childminder allows them time to confidently explore the environment where they are supported to develop their own ideas and be creative. For example, children explore their surroundings and play with the resources with ease, they play independently and are eager to examine a variety of vehicles, the toy garage or pretend they are cooking in the play kitchen.

The childminder encourages children's growing control over small tools, such as pens, chalks and various tools when moulding play dough. As a result, they are developing the skills they will need for early writing. The childminder repeats simple words as children name animals and a range of vehicles in the box. This supports children to develop their vocabulary and reinforces their communication and language skills. Through their play, children learn to respect different cultures and how people celebrate individual traditions all over the world. Young children develop skills for the future such as literacy and numeracy, through play and day-to-day experiences. For example, they have good opportunities to share stories, draw and develop an awareness of number and problem solving through songs, puzzles and counting in their play. Electronic and interactive toys introduce children to simple modern technology. Good opportunities exist for children to build, paint and explore various media such as play dough and shaving foam, which help them to develop their creative skills.

The children's understanding of the world is increasing and supported through regular visits to various local facilities and toddler groups, which encourages children to mix with others, learn to respect others and develop friendships. Many opportunities exist for children to be physically active and develop their muscle coordination, control and movements. Children have good opportunities to explore many outside spaces, such as parks and woodland walks. However, the childminder has not considered ways to arrange a variety of easily accessible resources and equipment in the garden available to enhance the children's investigation and exploration in all areas of learning. Children learn to be independent in their self-care and this means they can attend to their own personal care needs when they move on to school. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for their next stage of learning.

The childminder has positive relationships with parents and regularly shares information about children's routines and the activities they complete. Good information is available for parents about the childminder's service, such as written policies and procedures. The childminder provides ongoing feedback about children through their work, verbal feedback, daily journals and photographs.

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

Children receive their care from an experienced childminder who has many relevant qualifications and skills. She provides good levels of support and supervision and as a result, children enjoy warm relationships with her. They display a strong sense of belonging in her home because the childminder effectively promotes their emotional well-being, personal and social skills. Effective settling-in procedures are in place. This results in a smooth transition for children from their home to the childminder's care and they become familiar with her as their key person.

The childminder has a calm and consistent manner when caring for children. The childminder's friendly interaction with children and her frequent praise raises children's

self-esteem. Consequently, children are well behaved and are responsive to her guidance. Their behaviour is good because the childminder takes a consistent approach in managing any disagreements. For example, she talks to young children and uses distraction to divert them to other activities. This means that children learn to share and play cooperatively within a safe environment. The environment is safe and children are learning how to keep themselves safe. For example, children are involved in practising road safety and emergency evacuation drills where safety is reinforced. Furthermore, the childminder talks to children why it is important to sit down at the table when they eat. As a result, they are developing a clear understanding of the expectations for their behaviour and a thorough understanding of right and wrong.

The childminder is supporting children's progress well because she provides a fun learning environment to cater for their all-round development and emotional well-being. Resources are set out each day in the playroom and children make their own choices about what they want to play with from baskets, boxes and colourful storage units. This develops their independence and helps them lead their own play according to their current interests.

There are effective hygiene practices in place, which promotes children's good health and well-being. Children enjoy healthy snacks and they learn about the value of eating well to support healthy lifestyles. The childminder promotes healthy eating with the children through fun cooking activities and everyday discussions. This means children are beginning to understand why a healthy diet is important to their overall well-being. Children benefit from exercise in the fresh air. They have daily opportunities to enjoy the outdoors, during a variety of activities, such as climbing on large play equipment in the local park and regular walks that encourages the development of physical skills. They especially enjoy the choice of different wheeled toys in the garden. However, a lack of variety of resources outdoors means not all areas of learning are covered.

In preparing children for the transition to school the childminder ensures that children are confident in dressing, self-care routines and being around large groups of children by attending toddler group sessions. This helps children learn about the local community and promotes good social skills. The childminder establishes links with local schools. This benefits children at a time of change, through consistency of care and learning experiences.

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

The childminder has a secure knowledge of both the learning and development and the safeguarding and welfare requirements. The childminder is able to safeguard children as she has a secure understanding of her role in child protection. She is knowledgeable about the procedures to follow should a concern about child welfare arise. Children are able to play safely while still being independent and moving freely. This is because the childminder supervises them well at all times.

The childminder has a good understanding of the requirements regarding the numbers of

children that she can care for at any one time and maintains accurate records to support this. The home, garden and outings are risk assessed to make sure they are safe, and identify and prevent potential hazards. All of the required documentation and parental consents are in place, maintained accurately, and stored appropriately to ensure confidentiality. The childminder shares her written policies and procedures with parents so that they understand the procedures she follows. As a result, the childminder manages her provision safely, efficiently and in the best interests of children.

The childminder frequently evaluates her practice and sets realistic targets for improvement. Parents and children both contribute to this process through discussion. The childminder has a good commitment to improving her service through accessing training. She routinely evaluates children's learning and development, and the experiences she provides. She generally uses information gathered through observations of children and discussions with their parents to inform her assessment of children's progress. She uses her experience to guide her practice and is secure in her understanding of children's developmental needs.

The childminder meets children's needs well because she works closely with parents. She is aware of liaising with local agencies and how children benefit from this collaborative working. The childminder treats all children equally. Children benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities. This positive experience helps children to move forward in their learning and develop skills for the future.

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. 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

Unique reference number	161666
Local authority	Wiltshire
Inspection number	959663
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	22/06/2009
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, 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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