

Inspection date	07/07/2014
Previous inspection date	19/10/2009

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 has established an effective setting that she manages well in order to meet children's needs.
- The childminder provides a very warm and welcoming home environment where children settle quickly and play happily.
- The childminder has very good relationships with all parents which promotes consistency of care for children.
- The childminder interacts well with children to follow their interest and to meet their individual needs fully.

It is not yet outstanding because

- There are fewer resources available in the outside area to encourage to make marks to promote their pre-writing skills.
- The childminder does not always provide opportunities for very young children to explore resources made from natural materials.

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 viewed all rooms used by children in the house.
- The inspector observed the childminder and children playing together indoors and outside.
- The inspector took account of the views of parents through discussion and looking at records.
- The inspector sampled at a range of documents, including children's learning records and the childminder's policies and procedures.

Inspector

Lucy Waterman

Full report

Information about the setting

The childminder registered in 1997. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll in the early years age range. The childminder lives with her husband and adult child in the residential area of Liden in Swindon. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. She attends the local playgroup and toddler group, and takes children to the local library, park and the shops.

What the setting needs to do to improve further

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

- strengthen opportunities for young children to explore natural materials to enhance their learning
- provide further resources outdoors to promote children's early writing skills and encourage writing for a purpose.

Inspection judgements

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

The childminder provides a warm and welcoming environment. Children benefit from a good balance and exciting range of enjoyable learning experiences. The childminder uses an effective system to share information with parents by using written records and text messaging. She establishes children's starting points through discussion with parents and records children's progress with regular summative assessments. This helps her to plan activities which support children's interests and to engage with them effectively. The childminder interacts warmly with the children. She supports them well during their chosen activities and enthusiastically plays games with them. She makes good use of eye contact and different tones in her voice as she engages with them. This supports children's personal, social and emotional development effectively.

The childminder plans a good range of activities to support children's developing interests, such as extending their interest in the weather and the football World Cup. She understands the importance of following children's lead in their play. For example, she allows extended time for children to enjoy pretend cooking and washing up. She skilfully supports children to develop their language skills and vocabulary, repeating words correctly back to children in a way which builds their confidence. This effectively helps children to develop early communication and language. The childminder encourages

children to count how many little frogs are pictured on their shoes, and how many grapes they have at snack time. When children look for a spoon to mix their pretend cake, the childminder supports learning further by discussing sizes and offering choice. There are posters in the garden and inside which display numbers, and children enjoy moving the counters along a giant abacus. This demonstrates the childminder is extending children's mathematical understanding and vocabulary effectively. Additionally, she helps them to acquire the skills they need to move on successfully to the next stage in their learning.

The childminder organises her home effectively, which means that children have easy access to books, writing materials and toys. Posters in the garden show the names of various insects, and children enjoy some opportunities to make marks on the ground and walls in the garden using large chalks. The childminder encourages children to explore the bubbles made by a sponge and follows their play when they want to wash the ride-on toys. She provides real cooking utensils with the play kitchen, and encourages children to whisk and mix the bubbles. This successfully develops their early finger movements and helps to promote the next stages in their learning. The childminder plans carefully for extra resources to support children, for example by buying a tripod pencil grip to help older children improve the way they hold a pencil. However, there are fewer resources such as pencils freely available outside for children to make marks on paper or write for a purpose. The childminder works closely with the local pre-school to support children and share ideas. This helps to provide consistency in children's learning.

The childminder makes good use of the local area by taking children for walks in the local park where they also use the play equipment and feed the ducks. She enables children to look closely at insects and worms as they use magnifying glasses in the garden to examine them. The childminder offers a wide range of ride on toys to suit all ages and provides challenge for older children by using the local play area. This supports children's physical development well and helps them develop a good understanding of the wider world. However, there are fewer resources to encourage very young children to explore natural or real objects.

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

Children share warm and trusting relationships with the childminder, which successfully supports their social and emotional well-being. The childminder is kind and gentle with them and talks in a sensitive and understanding way, offering encouragement and help when necessary. She follows their interests and prepares children well for changes. For example, the childminder tells children that another child will be arriving soon and so she will have to stop playing with them for a little while. This helps them to feel safe and secure and they greet the arriving child with enthusiasm and joy. The childminder takes time to listen to parents and to understand children's daily needs. As a result, children settle quickly with the childminder and feel happy in her care.

The childminder organises her home and the resources well. This enables children to make choices in their play and effectively supports their independence. The childminder extends children's learning and understanding well as she joins in with their play and uses good

questioning techniques. The childminder teaches the children how to behave, because she sets a good example and celebrates each child's achievements. She clearly values every child as unique and praises their attempts and progress, for example, when they successfully toddle down the path or clean the large toy car. Consequently, children are helpful, kind and behave well. The childminder teaches the children how to keep themselves safe. She practises the fire drill with them regularly and keeps a record of the practices. This means that the children are aware of what they need to do in order to leave the premises quickly and safely in the event of an emergency.

Children enjoy physical exercise in the local park and garden with the childminder, and this enables them to benefit from fresh air daily. They have good opportunities to play outside and spend time at a toddler group which meets locally. This supports their social development well. The childminder plans effectively to help children develop movement skills and builds on their current level of development. For example, she plans activities to support them with toddling, climbing and playing with a ball. Children are beginning to learn about the importance of living a healthy lifestyle. They enjoy a range of healthy snacks and packed lunches, and have easy access to drinking water. Children develop a good awareness of the importance of washing their hands before meal times and helping to clean the table and prepare food. They have their own hand towels. This helps them understand the importance of personal hygiene and how to prevent cross infection.

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

The childminder has a good understanding of the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. She is proactive in furthering her professional development, such as attending training courses to extend her skills. She makes good use of conversations with pre-school staff and other childminders to develop her provision. She has a good understanding of the local safeguarding procedures and is confident in her ability to recognise the signs or symptoms that could be a possible cause for concern. The childminder carries out thorough risk assessments on her home, garden and any outings for the children. This includes a daily visual check of her home, toys and equipment to ensure that they are safe and suitable for the children to use. She supervises children well at all times and so they are able to feel safe and secure.

The childminder works hard to create positive partnerships with parents. She promotes good communication with parents by the use of text messaging, sharing children's records and daily conversations. This involves parents fully in their child's learning and the progress they make. The childminder has good systems in place to successfully meet children's individual needs. She shares these effectively with parents through regular summary assessments. Parents have good opportunities to contribute their thoughts and ideas, such as sharing their child's interest in the World Cup and the weather. The childminder has good systems in place which enable her to share information with local pre-schools and settings that children attend. She completes the progress check for two-year-old children and shares this with parents. Parents are very happy with the

childminder's service and feel fully informed about their children's care. They speak highly of how quickly their children settle and that they can ask the childminder for advice and help about their children at any time. These good working relationships help to provide positive outcomes for children.

The childminder monitors the educational programme to ensure that she covers all areas of learning to effectively support children in making good progress. She refers to her summary assessment sheets to identify any gaps in children's individual learning, and works very effectively with parents and other settings to support children who need extra help. The childminder makes effective use of outside support from the local training network and has completed the first stage of a quality audit programme. She reflects on her practice and clearly identifies her strengths and areas for development. For example, the childminder improved her communication with parents following a working with parents course. This shows that the childminder has a good ability to maintain ongoing improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	505897
Local authority	Swindon
Inspection number	814298
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	19/10/2009
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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