

Inspection date	13/12/2013
Previous inspection date	19/01/2010

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

- Children are happy and confident in a welcoming family home because the childminder meets their individual needs effectively and promotes their self-esteem.
- The childminder is motivated and enthusiastic in her work providing a broad range of experiences, which interest the children, and supports them to make good progress.
- The childminder establishes effective partnerships with parents and other carers, which contributes positively to children's care, learning and development.
- The childminder makes good use of daily routines and activities to promote children's mathematical development.

It is not yet outstanding because

- The childminder does not always promote children's creativity during craft activities.
- Resources are not labelled in the play areas to further support children's early literacy skills or help them select toys and equipment.

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 spoke with the childminder at appropriate times during the inspection.
- The inspector observed activities and the quality of the childminder's interaction indoors.
- The inspector sampled children's records and a selection of policies and regulatory documentation.
- The inspector took into account of the views of parents through written references.

Inspector

Karen Allen

Full report

Information about the setting

The childminder registered in 1992. She lives with her husband and three children in Chippenham, Wiltshire. Children may use the entire house; although in practice remain mostly downstairs. A fully enclosed rear garden is available for outside play. The family have one pet cat and two rabbits. The childminder lives within walking distance of shops, parks and toddler groups; other amenities, such as a library, are a short drive away. She takes and collects children from local schools and pre-schools. The childminder has two registered assistants.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, of who seven are in the early years age range and attend on a part time basis. The childminder holds childcare qualification a level 3. She is a Quality Assured childminder with her local authority, a member of PACEY and helps to run a childminder support group.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their imagination and express their own ideas during craft activities
- support children to select toys and equipment, and promote early literacy skills by, for example, labelling resources within the play areas.

Inspection judgements

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

The childminder has a good understanding of how children learn. She works effectively with parents to gather information about children's interests, likes and dislikes before they first start and during daily discussions. As a result, the childminder provides a broad range of experiences, based on children's interests and ideas. For example, children expressed an interest in the weather so they made weather stations in the garden to monitor the outdoor elements. Children enjoy these activities, which supports them to make good progress in their learning overall. The childminder interacts well with the children, talking to them during activities and asking questions to challenge their thinking. She listens carefully to them when they talk, and uses correct terminology to help increase their vocabulary. She uses baby sign to support communication with the younger children. This effectively supports children to develop their communication and language skills. The childminder successfully promotes children's literacy skills during activities. She teaches

children about the sounds that letters make to build children's awareness of written words. She supports children well to develop their small muscles. For example, she teaches older children how to hold a pen correctly so that they have good control over their movements when 'writing' their Christmas cards. Children develop their physical skills as they go outdoors to explore a range of environments and equipment. For example, they use ride on toys in the garden, and climb on play equipment in the local parks and garden centre. Examples of children's work show that they are able to explore a wide range of media and resources. However, there are times when craft activities are adult led, which does not encourage children to develop their imagination and creativity.

The childminder supports mathematical development well during daily routines and play activities. For example, pairing up the socks they take out of the tumble dryer. She extends this activity well to challenge children, as they wonder why there are odd socks left. They compare the different sizes, and talk about different patterns on the socks. They count the number of penguins that the child has printed on a card and children experiment with size as shape as they fit construction toys together. Children develop confidence using technological resources. For example, they use the digital camera to take photographs of their creations, and help the childminder to upload the photographs onto the computer before printing them out for their learning journals. This develops their experience of information and communication technology.

The childminder keeps parents very well informed of their children's activities through verbal discussion and text messages for 'wow' moments. She makes time to talk to parents each day about individual learning and care routines. Consequently, this supports a consistent approach to children's care and learning. Children's learning journals contain photographs, examples of their work and observations linked to areas of learning. This helps the childminder to assess what children can do successfully. These assessments and her discussions with parents and other carers about children's achievements enable the childminder to plan their next steps to help them fulfil their potential.

The childminder teaches children to be independent. For example, they are encouraged to manage their own personal and hygiene needs, and put on their own shoes and coats. This helps to ensure they are acquiring the skills and attitudes they need to be ready to move onto their next stage of learning and development such as school.

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

The childminder provides a welcoming homely environment. Children demonstrate that they feel safe and secure with the childminder, as they happily involve her in their play and sit next to her during activities. The childminder gives the children lots of praise and tells them how clever they are. This effectively promotes children's confidence and boosts their self-esteem. The childminder teaches them good manners through positive role modelling saying 'please' and 'thank you'. She effectively supports them to develop 'house rules', take turns and share toys with other children in her care. As a result, children are polite and behave well. Children have opportunities to use their imagination, and talk and play with adults and other children who are different ages and at different stages of

development. Consequently, this helps to develop their social skills.

The childminder teaches the children how to keep themselves safe. Children learn how to evacuate the home safely in the event of an emergency as they regularly practise fire drills with the childminder. She encourages children to tidy away toys when they have finished playing with them so that they do not become a trip hazard for other children. She talks to the children about road safety using the stop, look and listen approach as they cross the road. Children benefit from regular fresh air and exercise which promotes their physical development and develops their awareness of the wider community. They walk to and from school to collect older children, they play in the garden, and go on regular outings to the local parks, adventure playgrounds and arboretum. The childminder works with parents to provide children with healthy snacks, and home cooked meals at teatime. They all sit down together to eat at the table which helps to promote family style meals and develops social skills. The childminder provides children with opportunities to taste different food from around the world to help develop an awareness of the wider world. The children sow seeds and tend to fruit and vegetables growing in the garden, harvesting them to eat at mealtimes, or using the produce during cooking activities. This effectively helps children learn about the importance of living a healthy lifestyle.

The childminder takes children on outings to the zoo to examine the animals. They visit the garden centre to look at the fish, reptiles and chickens and are able to feed and stroke the family pet rabbits. This supports children well to show care and concern for living things. There are a vast quantity of toys, books and equipment for the children to explore. The childminder rotates these resources to help motivate and enthuse children in their learning. They are stored at a low level so that children can access them, which encourages independence to help them move on to their next stage of learning such as school. However, the resources in the play areas are not labelled which does not support children to easily identify the toys and equipment, or promote their early literacy skills.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She carries out daily visual checks on her home and garden to ensure that it is safe for when the children arrive. The childminder has updated her safeguarding training to a secure her knowledge of the procedures to follow should she have any child protection concerns. She is aware of possible symptoms that may indicate a child is at risk and has written procedures to follow. The childminder and both her assistants hold a current first aid qualification to help them to provide appropriate care if a child has an accident. She implements a range of written policies and procedures to protect and promote the children's well-being, and all documentation including insurances and permissions for outings are in place. This helps to ensure that children remain safe while in her care.

The childminder reflects on her practice on a regular basis and uses a written self-evaluation. She incorporates the views of the children well to bring about change. She has

addressed the recommendations from her last inspection to improve outcomes for the children she cares for. She is committed to improving her service by working with the local authority childcare development officer, and national childminding network. As a result, she has identified areas for improvement for the future, such as developing her garden further to enable children to grow a wider variety of fruit and vegetables, which will be used for snacks and meals.

Children benefit from the childminder's strong partnership with parents as she has a thorough understanding of their individual needs and interests. She receives information from the local preschool so that she can work with them to ensure consistency of learning and help children make good progress towards their next steps of learning and development. Parents report positively about the childminder commenting that their children 'are progressing well'. They state that the childminder is flexible to their changing needs and that 'children come home having had fun'.

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	953844
Local authority	Wiltshire
Inspection number	843343
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	19/01/2010
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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