

Inspection date	01/10/2014
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Secure, caring attachments are evident between the children and the childminder. She works very closely with parents and other providers and knows children's individual needs extremely well. Consequently, there is excellent continuity in children's learning and development.
- The childminder has high expectations of children's achievements and organises the learning environment extremely well. Consequently, children are becoming active, confident and independent learners.
- The childminder's systems for observing and assessing children are detailed and highly effective. As a result, children make exceptional progress towards the early learning goals.
- The childminder provides parents with excellent information about their child's day and comprehensive written policies and procedures that reflect her practice. This ensures they are fully aware of how the childminder safeguards children and promotes their learning and well-being.
- The childminder continually updates her professional development by undertaking further training and qualifications. She effectively evaluates and monitors her practice, taking into account the views of parents and children. As a result, she has a very strong capacity to further improve this already outstanding setting.

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 looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder.
- The inspector talked to the childminder at appropriate times throughout the inspection and observed a variety of activities both indoors and outdoors.
- The inspector took account of the views of a parent spoken to on the day and by reading a number of comments on questionnaires and letters given to the childminder.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder was registered in 2002. She lives with her husband and one child in Calne. Only the ground floor is used for childminding and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has six children in the early years age range on roll. She supports children with special educational needs and/or disabilities. The childminder organises and runs a local childminding group. She operates weekdays from 7.45am until 6pm all year round, except family holidays.

What the setting needs to do to improve further

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

- develop further resources and equipment to further expand children's awareness of diversity in people and promote children's understanding of people in the wider world.

Inspection judgements

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

The quality of teaching is excellent. The childminder is well qualified and uses her knowledge effectively to create high quality learning experiences for the children in her care. She has high expectations of their achievements and organises the learning environment extremely well to ensure all children are highly stimulated and engaged at all times. Consequently, children thoroughly enjoy their time with this dedicated childminder and are becoming active, confident and independent learners.

Systems for observing and assessing children are detailed and highly effective. The childminder tracks children's individual progress and development. She also gathers information from parents about children's interests, skills and abilities to create a detailed development plan for each child. As a result, children make exceptional progress towards their early learning goals. The childminder shares progress with parents continually through the use of daily diaries and learning journals. These clearly reflect the abundance of activities children enjoy during their time with the childminder and the learning experiences they are taking part in.

The childminder plans an excellent balance of adult-initiated and child-led activities that take into account children's individual learning styles and areas for development. She is skilful in her ability to cover several areas of learning at one time. For example, children develop language and learn new words such as smooth, prickly and velvety while enjoying the sensory experience of smelling and feeling herbs such as rosemary and mint. The

introduction of play dough to the activity supports children's small muscle skills. As they push and pull the dough apart, the childminder includes mathematical language such as more and less, longer and shorter. This demonstrates the childminder is highly skilled at supporting children's all round development through play.

The childminder supports children's language extremely well; she uses skilful questioning techniques to encourage children to consider their approach to activities. For example, as the children bring rhymes to life she encourages them to think about where the egg character might sit and what play materials they could use to build this. Children work together to come up with the answers and feel a sense of pride and achievement when they build the wall using construction bricks. The childminder gives children praise and encouragement for a task well completed and children begin to grow in confidence and self-esteem. Consequently, children are extremely well prepared for their next steps in learning and their move to other childcare settings. The childminder continually promotes children's independence, as they are encouraged to make informed choices about where they would like to play and what they would like to play with. Toys, books and equipment are well labelled and accessible which develops children's independence of choice and awareness of print. The large range of educational posters displayed by the childminder further develops this, making the most of every opportunity to extend children's learning experiences in the environment.

Children learn about similarities and differences within their own community through planned activities that focus on festivals and customs, such as completing projects about some religious celebrations. However, the childminder is looking at ways in which she can further extend children's awareness of diversity as this is not fully developed. The childminder organises a local childminding group which brings together children and childminders on a weekly basis. As a result, children get used to being with other children from an early age and they develop very good social skills, which will effectively support them when they move on to the next stage in their learning. Children benefit greatly from having free flow into the garden. Their physical skills continually grow as they have access to a variety of equipment and apparatus that support their large muscle movements such as climbing, jumping and cycling. They gain control and coordination and develop confidence to explore in a safe environment. Children also enjoy exploring the natural world by helping the childminder to plant, grow and water flowers and fruit in the garden, which supports their developing understanding of plant lifecycles.

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

Children settle well because the childminder takes the time to get to know them and their families before they begin attending. She offers home visits, flexible settling-in sessions and forms excellent relationships with parents. This means she has an extremely good understanding of children's individual care needs and routines. Consequently children form strong bonds with the childminder. Children's emotional well-being is of high priority to the childminder, who considers children's individual needs and personalities at all times. For example she has put together a book of photographs for children of important family members. They look through this during the day to help the children calm and settle if

they feel upset.

The childminder provides children with excellent opportunities to develop their confidence and become independent throughout the day. This is evident in the excellent progress they are making in their self-care skills. For example, they help to set the table for meals, cut their own food and put on their own shoes. Children's behaviour is exemplary because the childminder is an excellent role model. She is attentive and enthusiastic when engaging with the children and supports their ideas and opinions during play. The childminder provides an excellent balance of support and encouragement when children attempt tasks alone and uses positive praise to acknowledge their achievements. As a result, children understand what they are doing well which supports their self-esteem and their confidence in persisting in tasks.

Children develop an excellent understanding of the importance of adopting healthy lifestyles. The childminder teaches the children to wash their hands before eating and after the toilet and further promotes their understanding of such tasks by taking the time to explain the reasons why they do this. The childminder provides children with healthy snacks such as fruit and works closely with parents to ensure lunch boxes from home have healthy contents and portion sizes. The childminder further promotes children's understanding of healthy food as she chats to them during meals. For example, she explains to children that apples are good for their teeth. Children benefit from regular outdoor time either through the free flow access to the garden or by visiting local parks. Consequently, children's physical development is extremely well supported.

The childminder organises the indoor and outdoor environments exceptionally well and ensures that she regularly rotates and changes the equipment and activities to stimulate and challenge all children. Children learn to keep themselves and one another safe because the childminder talks to them about being careful and considerate of each other during play. Children learn good manners as the childminder reminds them to use phrases such as 'Please' and 'Thank you' and make requests politely. For example, she suggests the children say 'I would like' instead of 'I want'. The childminder supports children's social skills and preparation for the next stages of learning extremely well. She runs a weekly childminding group that brings together childminders and children so they are able to meet new people and socialise on a larger scale.

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

The childminder has a secure knowledge of the safety and welfare requirements of the Early Years Foundation Stage. She has attended training and has a comprehensive list of policies and procedures to ensure the safety and well-being of the children in her care. The childminder is well aware of the signs and symptoms to look out for should she consider a child to be at risk and fully understands the procedures to take if she has concerns about a child in her care. The childminder ensures parents are aware of her responsibility to protect children. She provides them with important information when their children begin, including policies and details about how to make a complaint to Ofsted.

should they need to. The childminder is proactive in ensuring that she and the parents are kept up to date with important information with regards to the requirements of Early Years Foundation Stage. She meets with other childminders regularly to share good practice and new ideas. This ensures the safe, smooth and efficient management of her provision.

The childminder implements thorough risk assessments to prevent accidents to children. She has identified potential hazards on the premises, in the garden and when on trips to the park or toddler groups. She checks equipment and resources regularly and ensures she maintains necessary insurances and documents. The childminder completes all required checks to ensure the suitability of adults within the home, and close supervision ensures children remain safe in her care.

The childminder is extremely enthusiastic, highly motivated and fully committed to the children in her care. She uses her experience and knowledge of childcare practices to provide high quality childcare and continually seeks to further her professional development by attending a variety of relevant training. The childminder has recently completed her Foundation Degree in Early Years and puts her knowledge of this to good use in every day practice. Therefore, she is skilled in assessing children's progress and uses good quality teaching skills to help the children make excellent progress in their learning. The childminder effectively reflects on and evaluates her practice, taking into account the views of parents and children. She identifies her strengths and weaknesses and makes a note of these regularly in her own reflection book. For example, the childminder is planning to make her own sensory board for the children that can be used both indoors and outside. She plans to use items such as locks, chains, nailbrushes, pots and pans, and bottles with items such as rice inside to shake. She intends for this to allow the children to further explore using a variety of materials and methods such as locking, opening and shutting, banging and hitting. This demonstrates the childminder's commitment to making ongoing improvements to the quality of her provision.

Partnerships with parents are exceptional and there is excellent communication in place. The childminder keeps parents well informed about their children's progress and development through the use of detailed daily dairies and learning journals. The childminder takes the time to ensure parents understand elements of the Early Years Foundation Stage and the areas of development their children are progressing through. She invites parents to view their children's learning journals at any time and asks for their contribution to ongoing assessments and progress checks for two-year-olds. The childminder actively seeks views, ideas and comments from parents and children through questionnaires and conversations. She takes on board their requests and implements them wherever possible. For example, she has recently began sending information about children's development by email in addition to letters. Parents show in verbal and written feedback that they are extremely happy with the care provided. They know their children are safe, secure and happy in the childminder's care. One parent comments that she is 'So happy she has found someone she can trust', and believes her child is developing exceptionally well.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY240387
Local authority	Wiltshire
Inspection number	832901
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18/11/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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