

Inspection date	17/10/2014
Previous inspection date	01/10/2008

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

- The childminder provides children with opportunities to take part in exciting and interesting activities. This supports them to make excellent progress in their learning and development.
- Children's communication and language skills are highly developed because the childminder encourages conversation and asks open questions to extend children's thinking fully.
- The childminder has established extremely strong partnerships with parents and other early years providers, which contributes highly to meeting children's needs.
- The childminder engages and extends children's learning exceptionally well through stimulating and fun activities both inside and outside.
- The childminder gives children's welfare and safety the highest priority.

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 and the quality of the childminder's interaction with children.
- The inspector engaged in conversation with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled documentation and took account of the views of parents through completed questionnaires and letters.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2003. She lives with her three older children in Chapmanslade, Wiltshire. Childminding takes place mainly on the ground floor, which consists of a playroom, lounge, kitchen, dining room, utility room and toilet. There is a bedroom available for children who require a sleep. There is a fully enclosed rear garden, including an undercover outdoor area. 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 whom, four are in the early years age range. The family have a dog and two rabbits. The childminder supports children who are learning English as an additional language. She is registered to receive funding for provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance opportunities for children to share photographs of their families and friends to help them learn about similarities and differences.

Inspection judgements

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

The childminder has an exceedingly secure knowledge and understanding of how children learn and develop. She provides them with an extensively rich learning environment with activities and experiences that excite and challenge them successfully. Consequently, children make excellent progress in all areas of learning in relation to their starting points and capabilities. The childminder is highly successful in promoting each child's individual needs because she knows each child in her care extremely well. She interacts with the children at a very high level and skilfully extends their understanding of the world. She effortlessly engages and motivates children through fun activities, which challenge them to think and try out new ideas.

The childminder uses meticulous assessment systems, including accurate observations, photographs and summary assessments to ensure she is accurately assessing and monitoring children's progress. The childminder successfully tracks children's progress and is very clear about their next steps in learning. She has excellent partnerships with parents, which mean that they are fully involved and included in their child's learning. This includes completing the required progress check for two-year-old children. Children's learning records and assessments clearly show that they are making rapid progress across all areas of their learning. This means they are extremely well prepared and ready for the next stage of their development, including going on to school. For example, children

enjoyed listening to stories and sharing books. They particularly enjoyed talking about what they were doing as they looked at the photographs in their learning record. However, the childminder does not encourage parents to contribute photographs from home. Consequently, she misses this opportunity to enhance children's understanding of similarities and differences in themselves and their families.

Children are developing excellent self-confidence. They enthusiastically joined in with adult-led activities and, lead their own play and exploration, inside and outside. During the inspection, children chose items to mix with the jellies they had made the day before. During this activity, they demonstrated that they are highly confident communicators. They scooped the jelly into their cauldron. They chose from blackberries, apples, herbs, plastic spiders and bats. They used words such as squishy to describe what their potion felt like and used their sense of smell to identify the different herbs. The children counted how many legs the spider has and spontaneously burst into song as they played. They followed the childminder's instructions carefully as she encouraged them to sing at different speeds and volumes. This expert support and encouragement provides endless learning opportunities for the children and helps to build their confidence. They have developed excellent communication and listening skills, which support them well to initiate and contribute towards interesting discussions and conversation. The childminder uses everyday routines, such as snack time, to further enhance children's learning and understanding. For example, all children regardless of age pour their own drinks. This supports their independence effectively. The childminder asks the children where milk comes from and they answer correctly, 'a cow'. This initiates further discussion about bees producing honey. The childminder uses effective teaching methods to further enhance children's enjoyment and learning. For example, she reads a story to a young child, as an older child listens to the story alongside with his own copy of the same book. The childminder successfully brings the story to life as she slithered like a snake on the floor with the children, which they thoroughly enjoyed.

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

Children are extremely happy, settled and share a special relationship with the childminder. She provides the children with a good role model through her kind and sensitive approach. This effectively supports children's emotional and physical well-being. Children receive consistent praise from the childminder for their good sharing, taking turns and achievements. As a result, children are very polite and well mannered. They say please, thank you and ask if they can get down from the table once they have finished their snack. They like to please the childminder and their behaviour is extremely good. Children play with an excellent range of resources and experience activities that provide positive images of diversity.

The childminder teaches children successfully about how to keep themselves safe in different situations. They recently visited the local fire station, where they learnt about fire safety and were able to explore the fire engine and fire fighting equipment. At home, children practise the emergency evacuation procedure, so that they know how to get out of the house quickly and safely in an emergency. The childminder talks to the children

about using their knives correctly, so that they do not hurt themselves. Children are learning about the importance of living a healthy lifestyle. They have daily opportunities to go on local walks, play in the garden and benefit from fresh air and exercise. They have excellent opportunities to play outside in all weathers, in the childminder's under cover area. They ride on bikes to develop their physical skills, play in the sand and make music with saucepans and spoons. They regularly attend children's activity groups where they meet with different children and develop their social skills. This all supports their physical development extremely well and increases their personal, social and emotional development. The childminder teaches children to follow thorough hygiene routines. They routinely wash their hands before meals, know why it is important to do this and choose from a healthy range of nutritious meals and snacks.

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

The childminder has an excellent knowledge and understanding of the safeguarding and welfare requirements. She has a thorough and in-depth understanding of her responsibilities to safeguard children. She demonstrates a clear understanding of child protection issues and is aware of the correct procedures to follow should she have a concern about a child in her care. Robust and clear risk assessments support the childminder effectively to closely monitor potential hazards to ensure children remain safe at all times. The childminder is extremely committed to providing high quality care and learning for the children. She attends regular training to develop her professional practice continuously. She carefully evaluates all aspects of her provision using the Ofsted self-evaluation form. She seeks the views of parents through questionnaires and discussion. She gathers children's views and uses these to successfully help her identify her strengths and areas she could develop further. The childminder is very dedicated to continually improving the provision. She regularly liaises with the local authority and quickly implements any changes to her policies, procedures and practice. The childminder's highly effective self-evaluation processes and improvement since the last inspection, results in outstanding outcomes for children.

The childminder has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. She has highly robust and effective procedures to monitor and assess children's learning and progress. She plans activities and experiences that target children's learning needs effectively, so that they make rapid progress in all areas. The childminder has extremely effective systems to monitor the educational programme. This ensures that children have opportunities to explore all areas of learning, that any gaps are quickly identified and effective action taken to close these.

The childminder has established strong partnerships with parents. Good communication means that she shares information successfully and parents feel valued and included. Parents say that the childminder is very intuitive of children's needs and that she encourages children to freely express their views and feelings. Parents comment that the childminder goes 'above and beyond' her role and describe her as amazing. A new parent of a child attending said that she has noticed many changes in her child already, which

she attributes to her attending the childminder's setting. There are very effective systems to share information with other early years providers about planning and next steps through a two-way communication book. This successfully promotes consistency in children's care and learning.

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	EY249331
Local authority	Wiltshire
Inspection number	833008
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	01/10/2008
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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