

Inspection date	12/05/2014
Previous inspection date	04/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Met
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 have formed good relationships with the childminder and their peers. This enables them to feel self-assured and engage successfully in learning through play.
- The childminder has good systems in place to promote children's safety and well-being.
- The childminder provides a secure environment. This enables children to feel safe, happy and settled as they can explore and investigate in the homely environment.
- Children's individual needs are well supported as the childminder establishes good two-way communication with parents.

It is not yet outstanding because

- Children have fewer opportunities to express their creativity through the use of music, rhythm and dance.
- Children are not fully aware of the toys and resources available in order to make choices and decisions in selecting toys, activities and resources.

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 sitting room and garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's developmental records, children's records, planning documentation and a selection of policies and procedures.
- The inspector took account of parental comments through written references.
- The inspector gave feedback to the childminder at the end of the inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

The childminder has been registered since 2003. She lives with her husband and three senior school children. They live in Highworth, near Swindon, Wiltshire, close to shops, parks, toddler groups and a library. The childminder takes and collects children from local schools and pre-schools.

The ground floor of the home is used for childminding and an upstairs bedroom for daytime rest if required. The enclosed back garden is available for outdoor play. The family keep pet guinea pigs and chickens. There are currently six children on roll. Of these, four are in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend children's expressiveness through providing a broader range of media activities to encourage children's musical awareness
- increase opportunities for all children to make choices and decisions when accessing toys and resources by using pictures, real objects and signs alongside words in the learning environment.

Inspection judgements

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

Children make good progress in the care of the childminder. They are happy within the childminder's home and confident in their surroundings. The childminder provides a welcoming home and has created a child friendly environment, with pictures and posters. Children can explore and play comfortably as the childminder sets the rooms ready for the children. This helps children to feel safe and self confident.

The quality of teaching is good, as the childminder knows the children in her care very well. The childminder is very good at developing children's vocabulary and communication skills. As she interacts with the children consistently, responding to their vocal gestures whilst encouraging them to imitate sounds. In addition, she uses a good amount of questions. The childminder has a good amount of books available within her home, which helps develop children's to develop awareness that print carries meaning.

Children enjoy exploring and developing their small physical skills as they create pictures.

They take pleasure in creating pictures with use of stamps, glue and tissue paper. Younger children show interest in exploring their senses and creativity as they explore the sand. They make patterns in the sand and enthusiastically dig using the spades. The childminder builds the children's mathematical knowledge during creative activities. For example, she counts how many scoops of sand enter the bucket and discusses the shapes and colours of the paper. Children attend local playgroup sessions, where they benefit from singing and music activities. However, they have less opportunity to explore with instruments and music within the childminder's home, due to the accessibility of these.

The childminder has a good understanding of the children's interests and plans fully to support all children's learning and development. She completes regular observations, assessments and tracking documents to show how children are developing. The childminder then uses this information to identify the next steps in children's learning and development. The childminder has a good understanding of the educational publications and uses these to support her with completing progress checks for children aged two to three years. All records are shared with parents to enable them to be fully involved in their children's care and learning.

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

Children demonstrate a strong attachment to the childminder, despite some of them being new to the setting. Children are confident within the environment and at ease within the childminder care. The childminder interacts well with the children and successfully supports their needs, likes and interests with toys and resources. However, children are not fully aware of all the toys available as pictorial labels or written words are not in place. This means that children are not fully aware of all toys and resources in the toy trunks to aid them in making choices and decisions from. Overall, children behave well as the childminder gives each child a good amount of individual attention. This combined with a good range of effective praise and encouragement effectively supports the children's personal, social and emotional development.

Children learn about the importance of a healthy lifestyle as they regularly explore the outside environment. In addition weekly opportunities are undertaken to investigate in the local community and explore at toddler groups. This positively promotes and aids their social interactions and physical skills successfully. Children independence is suitably supported as the children develop skills to look after their own personal needs. Routines such as hand washing and hanging up personal belongings aid the children's readiness for pre-school and school.

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

The childminder has a secure understanding of her role to safeguard children. She can verbally explain the procedures and action to take if she was concerned about a child's welfare. The childminder has a safe home and regularly undertake risk assessments to

minimize the risk of harm to children. A suitable range of policies and procedures in place, these include accident and illness procedure, as well as what the childminder would do if there was concern raised about a family member. These successfully support children's welfare. The childminder has an accurate understanding of how to maintain children's welfare. She is first aid trained and this enables her to act suitably if an accident should occur.

The childminder reflects consistently upon her practice to consider how she can advance her provision. The childminder is confident in her understanding of the learning and development requirements. She plans for the children, which ensures their day is varied and appropriate for their ages and stages. The childminder monitors children's progress well to enable them to make continuous improvement. Through discussion, she seeks the views of parents and children to aid her good quality provision and enhance plans for the future.

The childminder works closely with parents and ensures that all parents receive verbal daily communication. The childminder has a good understanding of the importance of liaising with other providers and professionals and does so successfully to support the children.

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	EY262156
Local authority	Swindon
Inspection number	794157
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	04/09/2009
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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