

Inspection date	22/09/2014
Previous inspection date	14/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 builds strong relationships with the children. Consequently, children are happy, feel safe and secure, and are ready to learn.
- The childminder has a good knowledge of the seven areas of learning and development and provides a good range of resources to meet children's individual needs.
- The childminder uses language well and uses skilful questioning techniques to promote children's thinking.
- The childminder provides a variety of activities and experiences that support children's physical development effectively.

It is not yet outstanding because

- There are fewer opportunities to encourage children's awareness of print in the environment to promote further their early literacy skills.
- The childminder does not seek detailed information from parents about children's prior learning, skills and abilities to inform her planning from the outset.

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 children playing inside and outdoors.
- The inspector spoke with the childminder at appropriate times.
- The inspector sampled a range of documentation, including children's details, attendance records, policies and procedures.
- The childminder talked to a parent and took account of the views of parents from written feedback.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder registered in 2003. She lives with her husband and three school-aged children in Chippenham, Wiltshire. Most of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The property is accessed by one step. The family have a pet rabbit. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for four children in the early years age range. The childminder walks to local schools to take and collect children. She attends a local parent and toddler group, childminding group and also takes children to the local park and library.

What the setting needs to do to improve further

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

- extend learning opportunities for literacy within the play areas to fully support children's literacy awareness that print and symbols carry meaning
- expand on information gathered from parents about children's skills and abilities, and use this information to enhance planning of activities and experiences from when children first start.

Inspection judgements

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

Children are making good progress in all areas of their learning and development because the childminder has effective systems in place to assess, observe and plan for children's next steps. She completes regular developmental checks for all children and the required progress check for two-year-old children. The childminder has a good knowledge of the seven areas of learning and development and provides a good range of resources that enable children of all ages to play and explore both indoors and outside. For example, children washed ride-on cars in the garden with the use of fairy liquid and water. This combines physical movement with the sensory experience of water and bubbles. There is a good balance of child-initiated and adult-led play because the childminder follows the children's interests and supports them well. For example, she combines support for children's mark-making skills using stencils with their enjoyment of colouring and drawing.

The childminder uses language well. She chats to children consistently, and effectively extends their thinking by using skilful questioning techniques. For example, as the children looked at a picture of a lifeboat the childminder asked, 'Where do you think it is going?'

and 'What do you think he is going to do?' Babies begin to experiment with sounds as they happily babble away. The childminder supports their developing language and self-esteem by responding with praise and offering single words and sounds to mimic such as, 'B, b, banana'.

Children begin to develop their understanding of the natural world and animals as they help the childminder to feed the rabbit. The children enthusiastically used scoops to fill the bowl with rabbit food. The childminder extended the children's learning opportunities by asking, 'Do we need more?' and encouraged children to count the number of scoops. This supports children's developing mathematical awareness of measures and numbers.

The childminder provides children with a selection of books that are accessible from a low-level shelf. Babies show interest in pictures and rhymes, while older children begin to develop their awareness of print. However, the childminder misses opportunities to include print in the environment, such as labels on resources and equipment. This means children do not gain the most from every day opportunities to identify words and letters.

The childminder supports children's physical development effectively. She supports new walkers by providing a safe environment for them to move around in. Babies use equipment such as doll's pushchairs and low tables to hold on to for support. Children make good use of equipment that encourages large muscle movement such as slides, cars and climbing frames. They develop skills in cooperation and turn taking as they roll balls back and forth to the childminder. This promotes children's personal, social and emotional development and helps to prepare them for the next stages in their learning.

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

Children have built strong and secure bonds with the childminder. They are happy and engaged during play benefitting from her warm and positive interactions. Consequently, children confidently separate from parents without anxiety or upset. The childminder supports the well-being of babies effectively. She gathers information about their home-care routines from parents including information about their likes, dislikes, dietary requirements, nap times and comfort items, which promotes continuity of care and provides support during the settling-in process. However, the childminder does not gather additional information from parents about children's skills and abilities. This means she does not always have sufficient information to further contribute to children's initial next steps and planning from the outset.

Children behave well. The childminder uses consistent praise and encouragement for achievements both big and small. She provides clear explanations and guidelines for children to follow. For example, she informed children they can have, 'One more slide, and then it's time to go in for snack'. Consequently, children begin to understand and learn to cooperate with rules and boundaries.

The childminder promotes healthy lifestyles well. She provides daily opportunities for children to benefit from fresh air and exercise such as trips to the playground and nature

parks. She offers healthy snacks such as fruit and encourages children to try new foods. Children are actively involved in growing their own vegetables such as peppers, which helps to promote an understanding of plant life cycles. Children learn how to keep themselves healthy by drinking water throughout the day and washing hands at key times, for example after feeding the rabbit and before they eat. The childminder teaches children how to keep themselves and others safe. For example, she reminds them to be careful as they climb the stairs of the slide, and to make sure it is clear at the bottom before they slide down. Regular fire drills ensure children know how to evacuate the building safely in the event of a fire. The childminder effectively supports children's independence in learning. She encourages children to make choices about where and with what they would like to play with. This supports children's confidence in exploring the environment and promotes development in the next stages of learning. Regular visits to toddler groups develop children's social skills as they learn to play with larger groups of children, this helps to prepare them for their next stage of learning such as pre-school or school.

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

The childminder promotes children's safety and welfare well because she has a good understanding of the safeguarding and welfare requirements. She is aware of the signs and symptoms that would indicate a child is at risk, and has guidelines and procedures to follow if she has concerns about a child in her care. The childminder ensures children are safe both indoors and in the outdoor environment by undertaking regular risk assessments. She has a range of written policies and procedures that she shares with parents when children first start. The childminder monitors children closely when they play on large equipment. She keeps a close eye on babies to ensure they make their way up and down small steps without harm. Safety gates keep children from accessing the stairs or kitchen without adult supervision. In the event of an accident, the childminder makes a record and shares this information with the parents. This helps to promote children's welfare.

The childminder has completed a written self-evaluation, which she uses to reflect on her practice. She is able to accurately identify areas of strength and those areas that need improvement. The childminder has implemented improvements since her last inspection with regard to information shared with parents about children's development and the reflection of the Early Years Foundation Stage. She keeps parents informed about children's learning and development using learning journals, progress checks and daily diaries. Feedback from parents is positive. They feel the childminder shares a good amount of information about their children's learning and development. Written feedback states that, 'the childminder makes learning fun for all 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. 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	EY268534
Local authority	Wiltshire
Inspection number	833327
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	14/01/2009
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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