

Inspection date	14/01/2015
Previous inspection date	07/03/2012

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 play confidently because the childminder meets their social and emotional needs well.
- The children benefit from frequent outings to explore local parks and woods.
- The childminder has a good understanding of safeguarding and makes sure children are cared for in a safe environment.
- The childminder builds good relationships with parents and other professionals. She shares information with them successfully, which helps her to understand and meet children's needs.

It is not yet outstanding because

- At times, the childminder asks children too many questions and does not always give them time to think and respond. .

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 childminder's interactions with children in the home.
- The childminder toured the areas of the home used for children.
- The inspector held discussions with the childminder.
- The inspector sampled a range of relevant documents.
- The inspector accompanied the childminder taking a child to pre-school.

Inspector

Karen Prager

Full report

Information about the setting

The childminder registered in 2003. She lives with her two children close to the centre of Calne, Wiltshire. The home is in walking distance of local shops, schools and pre-schools. All areas of the property are available for childminding. There is a garden available for outside play. The family has a pet dog. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She currently cares for two children. The childminder works on an occasional basis with an assistant. The childminder holds an early years qualification at level 3.

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 expressive language, for example, through asking fewer questions and giving children time to think, respond and take the lead in conversations.

Inspection judgements

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

The childminder has an accurate understanding of how children learn and develop. As a result, children make good progress in the setting. They are interested, motivated and participate fully in activities which support their learning through play. The childminder gathers information about children's skills and abilities when children first start, including what they like to play with and what they can do. She builds on this information with her own observations of the children and uses what she knows, to plan for and support children's learning. Children benefit from a broad range of activities. The childminder talks about these with parents, which enables parents to talk to their children about their day and continue learning at home.

The childminder observes children as they play to assess their stage of development. The childminder plans activities for children, which she links to their current stage of development and their interests. The childminder is aware of the requirement to complete progress checks for two-year-old children, when appropriate, and to share these with parents to promote continuity in learning.

The quality of teaching is good overall and the childminder takes effective steps to extend children's learning. For example, she is aware children are currently using toys to explore ideas. The childminder provides small-world toys and props where children develop their imagination making up stories and exploring their understanding of their world. The childminder sits with children and speaks clearly. She reflects back what they say and

adds words to extend their sentences. She is aware of different strategies to develop children's speech further. However, she has not embedded these fully in her practice. For example, she sometimes asks too many closed questions requiring only a yes or no answer, which do not encourage children to speak freely using more complex sentences and vocabulary. The childminder takes children on a range of outings around the local area. She uses their interest in being outside to develop their physical skills when they visit parks and splash in puddles on walks.

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

Children settle well with the friendly childminder. They develop good bonds and children readily tell the childminder what they would like to do. The childminder is a positive role model to the children. She uses praise and encouragement to reward children's achievements and positive behaviour. This boosts children's confidence and self-esteem. The childminder gently supports children in the level of behaviour she expects. This helps children learn to share as they play with other children. As a result, children are well prepared for moving to pre-school and school.

The childminder establishes daily routines for resting, playing and eating, which help children feel secure. The childminder regularly encourages children's independence by involving them in tidying away toys and getting ready to go out. Children move freely around the home and play with the toys arranged in accessible storage in the conservatory. This means children are able to make independent choices in their play and learning. Children benefit from fresh air and exercise through daily outdoor activities and outings in the local community. These outings instil in children a positive attitude to outdoor play and they learn the importance of exercise as part of a healthy lifestyle.

The childminder provides a clean and safe environment. She teaches children to wash their hands before they eat. She places water in reach of children so they can easily drink when they are thirsty. The childminder teaches children how to keep themselves safe. Children listen and respond well to the childminder, which contributes to their safety. Children learn that they need to be strapped in when they sit in the car and to hold the childminder's hand when they are crossing roads.

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

The childminder understands her responsibilities to support children's learning and development. Her knowledge of the learning and development requirements is secure and she provides stimulating activities for children to progress in their learning. The childminder organises her procedures, records and mandatory documents well and they underpin the good practice the childminder offers to children. The childminder makes risk assessments of her home and garden and for outings, to help ensure she keeps hazards to a minimum. For example, she has assessed the risk posed by her dog, keeping children safe through clear rules, boundaries and procedures. The childminder is qualified in first

aid so she can respond appropriately if needed. She has completed training in safeguarding children and has a clear knowledge of safeguarding procedures and a written policy, which she shares with parents. She supervises children well, making sure she does not leave them alone with other people that have not been fully checked.

The childminder continually reflects on the quality of care she provides. Since the previous inspection she has taken positive steps to improve her provision, for example, she has developed the range of activities for sensory and messy play, and updated her knowledge of safeguarding including her policy regarding the use of the internet in her home. The childminder establishes meaningful partnerships with parents. She talks with them about the activities children have been doing and about children's development. This means they are able to provide continuity of care and learning at home. In addition, the childminder liaises with staff from other settings that children attend to discuss children's development and share good practice. This provides valuable opportunities to further support continuity of learning.

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. 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	EY273365
Local authority	Wiltshire
Inspection number	843566
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	07/03/2012
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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