

Inspection date	07/10/2014
Previous inspection date	24/05/2012

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 are very happy and settled. They have a strong bond with the childminder and relish the positive interaction and support they receive.
- Children show good self-confidence during their play. They develop new skills because the childminder responds to the choices they make and gives them lots of support and encouragement.
- Children's communication and language skills develop rapidly because the childminder talks to them continually during daily activities and routines.
- The childminder works well in partnership with parents, for example to manage young children's behaviour consistently and to share information about her provision.

It is not yet outstanding because

- The childminder does not make the best of opportunities to enable children to handle and be interested in a wide range of printed materials other than books.
- The childminder does not involve young children fully during everyday routines, which sometimes reduces their independence skills.

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 childminder's home and garden.
- The inspector had discussions with the childminder and took account of information in a letter provided by a parent for the purpose of the inspection.
The inspector sampled a range of documentation, including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies and training records.
- The inspector observed interaction between the childminder and the minded children.
- The inspector viewed the areas where childminding takes place.

Inspector
Angela Cole

Full report

Information about the setting

The childminder registered in 2004. She lives with her partner, an adult daughter and four children in Berry Hill in Gloucestershire. The home is in walking distance of a park, shops and a leisure centre. The ground floor of the childminder's home is available for childminding and the bathroom on the first floor. Children use the playroom, quiet room and dining room, and the enclosed front garden for outdoor play. The family has two dogs, a cat and a rabbit. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during and after school and in school holidays and offers weekend care on an occasional basis. The childminder has one child on roll in the early years age range. She provides care to two children over the age of five years and to older children. The childminder collects children from the local pre-school and school and is willing to attend a toddler group on a regular basis.

What the setting needs to do to improve further

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

- help children to increase their early reading skills by developing the range of printed materials to further extend their understanding about words and letters
- enhance children's increasing independence in readiness for the next stage of their learning, by encouraging them to take on small responsibilities in everyday routines.

Inspection judgements

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

The childminder has an in-depth knowledge of how young children learn. She promotes their learning well through using an effective balance of learning experiences suggested by children and herself. Consequently, children make good progress in all areas of learning and acquire the skills they need for their next stage in learning and for school.

The childminder demonstrates a good understanding of how to extend children's learning, by providing activities that build on their own ideas. For example, children collected leaves and the childminder encouraged them to create pictures and to count, compare and talk about the difference between big and small pieces. As a result of such activities, the childminder promotes children's communication and mathematical development effectively. The childminder provides good models of language, extends children's vocabulary and teach them to use new words. Consequently, children learn techniques of grammar and express their ideas with clarity for others to understand and reply. The

childminder frequently offers the initial letters of words which successfully prompts children to recall words, such as shapes, to count to higher numbers and to learn about sounds of letters. Children eagerly look at books. However, the childminder does not provide a wide range of other printed materials around the home for children to enjoy such rich and varied experiences. This reduces opportunities for children to extend their interest in letters and familiar words, such as their names.

The childminder successfully develops children's ability to recall events, to talk about their feelings and to use their imagination. For example, while creating bridges with bricks, young children remembered sharing a favourite story about goats and explained how they felt frightened by the troll. The childminder skilfully used language to give reassurance and to divert the conversation back to the children's original idea of building houses for chickens. The childminder asks thought-provoking questions so that children are encouraged to think critically and to solve problems. She supports children to concentrate and persist until they succeed, for example as they develop physical skills to cut with scissors. The childminder involves children in appropriate and interesting aspects of her family life. They become used to visiting places of interest, such as a hospital and optician's shop. This approach enriches children's confidence and supports their learning about their community well.

Parents and the childminder work closely together to support children's learning and development. This communication builds from settling-in visits, when the childminder collects information about what children can do and their routines. The childminder shares her daily summaries of children's activities, progress and what they need to learn next with parents. As a result, parents receive good information about their children's learning and can develop this at home. The childminder extends parental involvement by encouraging children to take their creations home and by taking photographs using parents' cameras so this record is secure. The childminder makes good use of information about home activities to plan experiences that will stimulate and challenge children. For example, following a family outing to see a potter at work, her planning includes activities with clay and a return visit.

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

The childminder is gentle and sensitive to children's individual needs so they benefit from secure attachments they form with her. She provides ample time for both children and parents to settle and to feel emotionally secure with the arrangements and provision offered. As a result, children gain confidence and are motivated in their play and learning. The childminder has a friendly approach and her interest in children's opinions and preferences enable children to feel safe. Children receive much support and frequent praise from the childminder and their efforts and achievements are valued. This effectively increases their self-esteem so that children are well prepared emotionally for the eventual transfer to school, or the next stage of learning

The childminder fosters children's independence as they explain what they wish to do. She offers appropriate explanations so that children understand the reasons for behaving well,

being polite and tidying away their toys as they finish playing. Children play cooperatively with the childminder's family and at toddler group, which develops their social skills well. The childminder provides a good selection of accessible materials and equipment overall so that children benefit from varied learning experiences. Children eagerly learn outdoors, for example as they explored nature and smelt flowers they helped to grow. They investigate stimulating resources, including a mud kitchen, which the childminder uses to support children in each area of learning.

The childminder provides strong guidance and support to help children keep themselves safe. She makes her expectations clear so that children respond, for example to negotiate stairs safely. Outdoors, the childminder teaches young children about keeping safe near roads and ponds. She checks that children use equipment that is relevant to their needs and abilities, while enabling them to discover for themselves. As a result, children learn about appropriate risk taking in safety.

The childminder teaches children about the importance of a healthy lifestyle from a young age. Children spend significant periods of time out of doors during the day. They are active and benefit from much fresh air as they run, climb and balance. Children talk about the healthy foods they eat, including fresh vegetables and fruits that they choose. However, the childminder does not always provide a strong base for helping young children develop independence. She takes over routines of unpacking their lunch boxes and preparing foods, which sometimes limits children's involvement. Nevertheless, the childminder enables children to learn to manage and understand the reasons for their personal care to support other aspects of their growing independence, including in hygiene routines.

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

The childminder's understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage is strong. She implements these requirements with care to create an environment that is child friendly. She ensures that only vetted people have sole contact with children. The childminder has good knowledge of child protection issues. She is familiar with the current referral procedures of her Local Safeguarding Children Board if she has a concern about a child. The childminder's risk assessment of the premises and equipment is effective, for example regarding security and use of stair gates. The childminder's assessment of risks keeps children safe on outings, on walks to school, woodlands and ponds. As a result, children are secure and safe. The childminder renews her knowledge of paediatric first aid regularly. Children heed the childminder's reminders, including taking care when going into the garden, and have few accidents.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. This is particularly so in assessing what individual children need to learn next in each area of learning. The childminder sets effective standards for her quality of teaching, making good use of early years materials to monitor children's stages and progress. The childminder has well devised plans to carry out

progress checks for two-year-old children. She repeats this analysis to check children's progress and whether they need extra support to close their gaps in learning. The childminder engages in thorough self-evaluation to identify her strengths and areas for development. She completes written reflection and values feedback gained from parents and young children's interests and preferences. The childminder is implementing recommendations from the previous inspection successfully regarding assessment, permissions from parents, and resources to facilitate young children's play and exploration. Although the childminder does not have an astute, targeted programme of professional development, she makes clear arrangements to develop her practice. For example, she has discussions with another provider, studies published materials and sets action plans. Consequently, the childminder demonstrates a strong drive to improve her provision for children and their families.

Partnership working is good. The childminder has a clear understanding of reasons to liaise with children's key persons at other settings. She establishes direct links with other providers to achieve further consistency for shared children. The childminder uses a helpful variety of communication techniques to establish strong day-to-day working relationships with parents. Systems to enable parents to contribute to the assessment of their children's progress are particularly secure. The childminder and parents keep each other well informed about their children's activities and progress through daily, in-depth conversation and sharing records of children's learning in daily diaries. Parents particularly value the individual care and teaching that the childminder offers. They say that their children 'enjoy spending time with the childminder' and attending family 'appointments and outings'. They appreciate that their children benefit as the childminder 'is active in the local community' and 'consults so consistency between home and setting is secured'.

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	EY279803
Local authority	Gloucestershire
Inspection number	814680
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	24/05/2012
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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