

Inspection date	21/10/2014
Previous inspection date	16/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 has a secure understanding of children's individual learning needs. Consequently, children receive good support to help them make good progress towards the early learning goals.
- The childminder successfully stimulates children's learning, and meets their individual needs so that they are happy, settled and feel secure.
- Children develop good concentration, persist at activities and gain a sense of achievement, because the childminder gives them time to use resources independently and practise what they have learnt.
- The childminder is well organised in order to work closely with the parents to support children's ongoing progress.

It is not yet outstanding because

- The childminder does not always enable young children to make choices from a highly stimulating range of indoor and outdoor play resources.
- The childminder does not always gain robust information from parents about each child when they join the setting. Consequently, she does not always identify children's starting points for learning as well as possible, to plan for what they need to learn next.

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 viewed the areas where childminding takes place.
- The inspector observed activities in the childminder's home and garden and the interaction between the childminder and the minded child.
- The inspector had discussions with the childminder about her evaluation process, planning systems and policies, and took account of information in a letter from a parent.
- The inspector sampled a range of documentation, including children's records, and her training records.

Inspector
Angela Cole

Full report

Information about the setting

The childminder registered in 2005. She lives with her son and adult daughter in the Linden area of Gloucester. Children's main care takes place on the ground floor. An upstairs bedroom is used when children require a rest. There is an enclosed garden with grass and patio for children's play. The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. She offers childcare all year round from 8am to 6pm, including before and after school, and in school holidays. There is currently one child in the early years age range on roll. The childminder holds a relevant qualification at level 3, and works in partnership with a co-childminder.

What the setting needs to do to improve further

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

- increase children's opportunities to make and express choices, including by providing pictures, or objects, representing play options in and out of doors
- strengthen the two-way flow of information relating to each child's experience at home to identify the starting points for their learning as well as possible.

Inspection judgements

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

The childminder has a good understanding of how children learn and develop through her experience of managing children's settings. She completes perceptive observations of children as they settle and gains a general overview of what children can do from parents. However, the childminder does not ask parents about new children's stages in each area of learning to inform early plans for learning. Nevertheless, the childminder offers stimulating environments so that children are motivated to learn. She spends much time with them, supporting their play with quiet enthusiasm and extending their thinking through comments and suggestions.

The childminder understands well how to use children's interests and plan appropriate levels of challenge to take individual children forward in their learning. She uses helpful questioning techniques to encourage children to think about how things connect. The childminder enables children to complete activities at their own pace, including role play with dolls. She asked, 'Have you finished? Shall we put the dollies in the box? Are you coming to help?' and taught children to sort dolls and accessories. This approach helps children to build on their successes, and to want to participate more.

The childminder establishes supportive routines to enable children to feel secure and learn. She organises her childminding well so that children socialise with others of a similar age. The childminder takes children on enjoyable outings, including to a library and parks so that they become used to being with other children. She encourages children to share resources with her to enhance their social skills. As a result, children learn to relate to others and enjoy their time with the childminder. The childminder uses children's play interests strongly to help extend their communication and language. She talks continuously with children about what they are doing, giving them ample time to respond. She encourages children to look at pictures and share their reactions. This approach helps children to have a deep interest in books and to develop their early reading skills. The childminder supports young children as they choose to make marks with chalk and paints on an easel. Children gain good early writing skills as they freely draw and explore using chosen colours.

The childminder motivates children successfully to carry out their own ideas and try things for themselves. In physical development, she encourages children to investigate different fasteners and hinges, and to place items, including bricks, precisely where they want these to be. This develops their coordination well. She encourages children to engage in energetic activities, such as in ball play, and bouncing on a trampoline. However, as the childminder has just started using her garden, she has not resourced this to stimulate children's outdoor learning at her home as well as possible.

The childminder challenges children to count and to understand mathematical words, such as 'more', 'long' and 'short' as they play with toy vehicles and track pieces. Children learn effectively about the world around them and enjoy using their imagination. They explore and use different tools as they pretend to be hairdressers, doctors and joiners. The childminder focuses on helping children to enjoy learning so that they concentrate and persevere well. As a result, children receive good encouragement to gain independence skills to support their next stage in learning.

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

The childminder's caring approach enables children to form strong bonds and secure emotional attachments with her. Young children demonstrate that they feel safe as they laugh and play with her. The childminder is responsive to children. When they demonstrate their feelings and ideas, she offers good support by talking about these in a quiet manner. The childminder gives clear explanations about what is going to happen, so that children respond calmly to keep themselves safe. Children show awareness of boundaries as explained to them by the childminder. This approach supports children to be well behaved to promote their own safety.

Through her kind, considerate manner, the childminder fosters children's physical and emotional well-being effectively. She is attentive to children's care needs and works with parents to follow shared approaches where possible. These supportive procedures enable children to be happy and enjoy what they are doing. The childminder plans unhurried activities and outings where children meet others so that they gain good levels of

confidence. The childminder enables children to take on responsibility; for example, to clean their snack table and to learn to dress themselves. As a result, children gain independence and learn to manage their responses in positive and sociable ways.

The childminder promotes equality of opportunity well throughout the day by including children in activities to the level that they show interest. She devotes her time and attention to children so each feels valued. Children's sense of identity and culture develops effectively during conversations with them about their experiences with their families. The childminder encourages wider learning by changing resources each day to provide children with fresh experiences and children make choices from the range set out. However, younger children, and those newer to the setting, have no means of remembering what is stored away upstairs to increase their independent decision making. The overall outcome, however, is that children are keen to join in, absorbed in their play and supported well to make good progress.

The childminder offers timely encouragement for children to learn to manage their personal needs independently, such as accessing their water beakers when they are thirsty. She supports children effectively to understand aspects of a healthy lifestyle. Young children know to take care when cleaning their hands, such as before meals. The childminder enables them to talk about their favourite foods, such as juicy grapes, helping them understand those which are best for them. Children enjoy being outdoors. They investigate puddles and leaves, and explore challenging climbing and swinging equipment. Using different approaches, the childminder encourages children well to keep themselves healthy as they grow up.

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

This inspection took place following the previous inadequate inspection and a monitoring visit. The childminder has responded well to the actions in the notice to improve given. Consequently, the childminder now maintains a daily record of children's attendance and has current first aid training to help keep children safe. The childminder is well aware of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Children make good progress in their learning and development in many stimulating environments that are conducive to fostering their learning, including communication skills. The childminder plans for children so that they learn effectively and successfully keeps parents up to date with their children's progress.

The childminder consistently observes children, and their responses in each of the areas of learning. Parents are involved well in monitoring children's progress. For example, the childminder and parents work together to complete the progress check for two-year-old children. This means that there is a shared view of the children's levels of achievement at home and in the setting. Parents comment enthusiastically about the childminder. They state that they are, 'absolutely delighted with the care she provides'. They value the fact that she monitors their children's progress, and report that their children, 'are all happy, relaxed and kind to one another'. The childminder has a good understanding of the

importance of working in partnership with others to support children to learn.

This inspection has found that the childminder meets her responsibilities effectively regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. The childminder implements her safeguarding policy and procedures well to provide varied environments that are safe for children. Through repeated training, the childminder has a good knowledge of how to protect children. She is aware of how to respond if she has a concern about a child's welfare.

The childminder reviews her risk assessment of the home so that children move around safely. She assesses risks on children's outings effectively, including to parks and the city farm. She supervises children closely at all times to keep them safe. The childminder implements clear procedures so that children are never left with unvetted people. She knows to update her paediatric first-aid certificate regularly. Children heed the childminder's reminders, such as how to walk indoors and to use scissors safely, and have few accidents.

The childminder evaluates her practice competently. She attends training, and values feedback from her co-childminder to implement ideas for practice. The childminder completes useful written evaluation of her practice to develop strengths and points for development. She has responded well to her local authority advisor's input, and is keen to attend further training and to develop activities, such as gardening. The childminder demonstrates strong commitment to making ongoing improvements.

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	EY299842
Local authority	Gloucestershire
Inspection number	986988
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	16/05/2014
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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