

Inspection date	28/03/2013
Previous inspection date	26/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settled within the friendly and secure environment that the childminder provides.
- The childminder has acceptable links with parents and ensures that they are appropriately informed about their children's routines and progress.
- The childminder has clear knowledge about how young children learn and supports their individual needs appropriately, such as communication and language development.
- The childminder plans a stimulating range of experiences stemming from children's interests that encourages them to be active and inquisitive learners.

It is not yet good because

- The childminder is not implementing the educational programmes fully in line with the revised Early Years Foundation Stage framework and is unclear about the progress checks for two-year-olds.
- The safeguarding procedures do not include all the regulatory information.
- While the childminder has positive relationships with parents, she does not fully encourage them to contribute children's home successes and continue their learning at home.
- Children spend regular time outdoors but the area is not used as well as it could be to

extend children's learning experiences.

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 toured the setting and observed activities in the indoor area.
- The inspector looked at a sample of policies and children's learning diaries.
- The inspector had ongoing discussions with the childminder throughout the inspection about her practice.
- The views of parents were gathered from letters left for the inspector's attention.

Inspector
Sue Bennett

Full Report

Information about the setting

The childminder registered in 2005. She lives with her husband and two older children in the Linden area of Gloucester. The whole of the property is used for childminding, at the childminder's discretion. There is an enclosed garden available for outdoor play. The family has pet goldfish.

The childminder is registered on the Early Years Register and on the both the compulsory and voluntary parts of the Childcare Register. She offers full or part-time care all year round from 8am to 6pm, including before and after school, and in school holidays. There are currently four children in the early years age group on roll and four older children, who attend before and after school. The childminder can support children with learning difficulties or disabilities and those who speak English as an additional language. The childminder takes and collects children to and from a nursery and a primary school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review and implement the educational programmes in line with the revised Early Years Foundation Stage framework and acquire appropriate knowledge of the progress checks for children aged two to three years
- ensure that the procedures for safeguarding children cover the use of mobile phones and cameras in the setting.

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

- develop further opportunities for children to play and extend their learning in the outdoor environment
- encourage parents to continue children's learning at home and share their home successes.

Inspection judgements

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

Children make acceptable progress in their learning and development from their starting points. The childminder plans stimulating activities stemming from children's interests, which they enjoy. The toys and resources appropriately support the children's needs. The educational programmes are not presently in line with the revised Early Years Foundation Stage framework for the seven areas of learning and development. However, the impact is lessened because the childminder has a sound understanding of how young children learn and indirectly covers the criteria. The childminder engages supportively with children as they play and provides an appropriate balance of opportunity for children to investigate and explore. For example, when playing with cars, the childminder demonstrates that friction toys move faster if pulled backwards first. Children watch and then try it out for themselves. They persevere, concentrate well and after several attempts, manage to make the vehicles travel the length of the rug. They talk to the childminder excitedly about their success. The childminder uses careful questioning to challenge children's thinking and encourage problem solving. When playing with the jigsaws, she asks the children about the pictures and encourages them to think about the size and shapes of the pieces and ways in which they can turn them to fit the gaps. Children enjoy challenges, which helps to prepare them appropriately for their next phases in learning.

The childminder supports children's language development acceptably well. For examples, children try to say the word 'elephant'; the childminder repeats it clearly and children copy. She encourages children to mimic noises that animals make and uses rhyme and well-known phrases such as 'ready, steady, go'. Children use the phrase in their play. Children enjoy investigation at story time, as they pull tabs and lift flaps in books. The childminder soundly develops children's understanding about print carrying meaning by pointing to key words with her finger as she reads. Children have suitable opportunities for early writing skills and enjoy using pens and stamps to make patterns and marks. As she interacts with children, the childminder introduces counting, such as one head, two cats and uses 'big' and 'little' to describe cars. Children listen carefully and try to choose the right size car in response. Children have acceptable opportunities to explore and be creative, such as experimenting with different ways to make sound with musical instruments. They enjoy painting and messy play as they decorate seasonal cards to take home. A range of suitable resources supports their physical development in the setting, although opportunities for extended learning opportunities outside are limited.

The childminder keeps appropriate assessment records for children and carries out regular observations. These help the childminder identify children's stage of development and plan for their future learning. However, the childminder does not have systems in place for the progress checks for children age two. The childminder involves parents in children's learning by sharing their records and future targets. Daily diaries further ensure that parents know about their child's day in the setting. The childminder has 'wow' slips in place, but does not fully encourage parents to continue learning at home and to share children's home achievements. Taster sessions and meetings with parents help new children settle quickly into the setting's routines.

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

Children run happily into the setting and smile warmly at the childminder. The childminder clearly understands children's needs, such as introducing a visitor to children who are wary of unknown faces. Children relax and feel secure within the childminder's care. They confidently approach her for help as they play and enjoy the cosy comfort of a cuddle at story time. The childminder develops children's independence appropriately by encouraging them to take off their coat and find water bottles in their bags. Children do this confidently and are willing to please. The childminder makes suitable use of positive praise to support children's self-esteem, such as 'well done - what a clever boy'. When children behave unacceptably, the childminder quietly explains the consequence of their actions and the importance of friendship. She encourages children to play nicely together, take turns and share the toys. Children say 'share' to one another and enjoy the company of the older children present. They move freely around the indoor playroom and keenly share their learning experiences with the childminder. Children enjoy imaginative play, such as dressing up as a doctor and using a stethoscope to listen to their tummy. Children readily accept responsibility and happily roll out the activity mat when the childminder requests it. Children are becoming self-aware and independent individuals, which prepares them appropriately for their transitions to school.

The childminder suitably supports children's health by providing fruit for snack time. She encourages them to become independent in their self-care, such as helping themselves to their water bottle as they need it and feeding themselves at meal times. Children are developing a sufficient awareness of hygiene practices through hand washing routines and encouragement with independent toileting. Children have regular opportunities to enjoy fresh air and exercise in the garden area and when the childminder takes them to local community play parks.

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

The childminder has an acceptable understanding of her safeguarding and welfare responsibilities. She attends regular training updates and knows the procedures to follow should she have concerns about a child in her care. However, procedures for safeguarding do not cover the use of mobile phones and cameras in the setting. Records for medication, accidents and incidences are suitably in place and the childminder always informs parents about any such occurrences. The childminder gathers acceptable information from parents about children when they begin at the setting. The childminder checks the identity of visitors to the setting and keeps suitable attendance records for children. The fire alarm system is appropriate and the childminder regularly carries out role-play scenarios with children for emergency evacuation. She checks all areas on a daily basis for risk, which further ensures the safety of children.

The childminder has a satisfactory understanding about how young children learn. However, she has not updated her practice to meet the revised educational programme criteria of the new Early Years Foundation Stage framework. The impact on the outcomes for children is reduced because the childminder supports children's learning and development needs acceptably in her practice. The childminder identifies that she needs

to attend professional training to help improve her knowledge of the revised framework requirements and the implementation of assessment checks for two-year-old children.

The childminder has self-evaluation processes in place to support her practice. She understands what she needs to do to improve her provision further and demonstrates a sound commitment towards continuous improvement. Parents feel that they have appropriate opportunities to contribute their views on the setting and the childminder values their opinions. She has suitably addressed all actions and recommendations from the last inspection. The childminder has appropriate links with external specialists to support children's individual needs if she requires it. She liaises acceptably with other early years settings that children attend and local primary schools to support their smooth transitions between phases. In letters left for the inspector's attention, parents express their satisfaction with childminder's care and commitment to children's well-being. They feel the childminder understands children's individual needs well and supports their learning and development appropriately.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY299842
Local authority	Gloucestershire
Inspection number	814852
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	26/02/2009
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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