

Inspection date

10/01/2013

Previous inspection date

24/03/2009

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

- The childminder provides a safe and welcoming environment, where children are relaxed and happy.
- Children enjoy use of a wide range of interesting and stimulating resources and make good progress in their learning and development.
- The childminder has good relationships with parents, ensuring that children's individual needs are well supported.
- Children have good opportunities to enjoy fresh air and exercise and benefit from visits to community resources, such as a library and park.

It is not yet outstanding because

- parents are not always encouraged to share their children's home achievements to support assessment records.
- systems that inform parents about next steps in learning for their children are not yet fully developed.
- the childminder's processes for self-evaluation to enhance sustained and continuous improvement are not fully in place and inconsistently incorporate the views of children and parents.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 indoor environment.
- The inspector accompanied the childminder and children on a walk to the school and local amenities.
- A sample of records, policies, procedures and children's developmental journals were scrutinised.
- Ongoing discussions with the childminder took place at opportune times throughout the inspection.
- Parents' views were gathered through 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. The family live in a three-bedroom house in Hucclecote, on the outskirts of Gloucester. The whole of the house is registered for childminding and there is a fully enclosed garden to the rear of the property for outside play. The family has a cat and some goldfish.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Care is provided on a full and part-time basis throughout the year, between 8am and 6pm. The childminder provides a drop-off and collection service for minded children who attend the local primary school. She currently has seven children on roll, three of whom are in the early years age group.

What the setting needs to do to improve further

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

- expand systems for self-evaluation to effectively monitor and analyse practice and take into account the views of children and their parents
- extend partnerships with parents by: a) encouraging them to contribute to their children's learning through sharing their achievements at home; and b) developing assessment systems further to ensure that parents fully aware of children's future learning needs.

Inspection judgements

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

Children benefit from a stimulating range of toys and activities, which effectively support their learning across the seven areas of the Early Years Foundation Stage framework. The childminder has a good understanding of children's individual needs. When new children join the setting, she assesses their starting points and identifies next steps in learning, such as developing their use of single words into sentences. For example, when out on a walk, the child says 'black', to which the childminder responds 'It is a black car'. Consequently, this demonstrates children are making good progress in relation to their starting points.

The indoor environment is well organised and children have good opportunities to play and explore. They choose their activities, such as dancing to music and playing with instruments, exploring sounds. The childminder makes good use of opportunities to promote children's independent learning and uses careful questioning to challenge children's thinking, such as encouraging children to describe animals in picture books and say which animal they like best and why. Children are beginning to make positive connections between print and meaning, pretending to read favourite stories, using pictures as cues. Children develop good mathematical understanding through simple

counting skills, such as the number of legs on a dog. The childminder makes effective use of language, such as big, little, when out walking and children identify a 'big' bus.

Children demonstrate good developing physical skills, as they use crayons and pencils to draw, supporting their creativity. The childminder talks to them about what marks they are making and encourages them to experiment with their movements, such as making spots rather than lines. Children have good access to outdoors, and enjoy hopping, skipping and jumping games, which develops their coordination further. The childminder promotes children's cultural awareness well through festival activities, such as making fans for Chinese New Year. Children concentrate on these tasks well and confidently talk to the childminder about what they are doing. These skills help prepare children effectively for their next stages in learning.

The childminder keeps detailed assessment records for children. She carries out regular observations to help identify next steps in learning for children, although she does not consistently communicate these to parents, facilitating further support at home. Parents receive good information about their child's day through daily diaries and have easy access to developmental assessment records and learning journals. However, the childminder does not fully embrace systems that encourage parents to share comments about their child's home achievements and express views about the setting.

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

The childminder's warm and caring manner ensures that children settle quickly and happily. The setting's atmosphere is calm and relaxing. The childminder values children's individualism, supporting their likes and dislikes well. For example, she puts on background music when children are playing because she knows it soothes them. Children confidently share their concerns with the childminder, asking for help and support as they require it. The childminder uses effective positive praise strategies, such as clapping 'well done' to celebrate children's achievements. Children enjoy receiving reward stickers, which nurtures their sense of well-being and promotes their positive behaviour. Children's self-care skills are developing well. They take off shoes and coats and organise their personal things tidily. The childminder is a good role model supporting children's personal development well. She says 'please' and 'thank you' and greets neighbours with 'good morning', which children repeat. These skills help children to develop courteous manners.

The childminder promotes children's safety awareness effectively through strategies such as taking care when out walking crossing the road. She uses 1, 2, 3, stop. Children know what this means and respond immediately. Children link their safety experiences with their role-play activities, such as telling a doll to 'hold tight' on the swing. They enjoy fresh air and exercise on a daily basis, playing with a good range of toys in the setting's spacious garden. The childminder regularly takes children for walks to visit the park, library or shops and wider afield to visit the cathedral, developing their awareness of the local community. The childminder strongly encourages healthy eating and good hygiene practices. Children understand the importance of washing their hands before eating their fruit and rice cakes at snack time. They feed and help themselves to drinks with self-

assured independence. Through routines, such as tidying away toys, children become responsible and self-reliant, which helps to prepare them for future transitions.

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

The childminder fully understands her responsibilities relating to the Early Years Foundation Stage, including knowledge of the educational programmes that support children's learning and development. She has recently completed refresher training in safeguarding, ensuring her knowledge is up to date. The childminder clearly explains the action to take should she have a concern about a child within her care. A good range of policies supports the childminder's practice, prioritising children's health, safety and well-being. The childminder regularly risk assesses all areas and addresses any issues appropriately, supporting children's welfare further. Written records are thorough and the childminder always informs parents about any incidents or accidents that children may have within her care.

The childminder has taken positive action on the recommendations from the last inspection. She is committed to the continuous improvement of her practice. However, present systems of self-evaluation lack rigour and formality and the childminder does not actively seek the views of children or their parents to support her evaluative processes. The childminder is proactive in her professional development and plans to attend further training to enhance her support for children's learning needs. A local authority advisor also supports her practice development.

The childminder has strong links with parents and carers, liaising with them on a daily basis over children's needs. Daily diaries and periodic reviews ensure that she is aware of any changes in family circumstance or issues affecting children's well-being. A notice board informs parents about any changes in practice, such as policy updates. The childminder demonstrates that she effectively understands the importance of working with other specialist agencies to support children's development if required. The childminder has established good links with local school and playgroups and shares relevant information about children's learning and development. This facilitates children's smooth transitions into the next phase of their education.

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	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. 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	EY304580
Local authority	Gloucestershire
Inspection number	814909

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	24/03/2009
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

