

Inspection date	06/01/2015
Previous inspection date	10/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 formed secure emotional attachments with the children, who demonstrate they feel safe and secure in her care.
- The childminder uses children's interests to promote their learning and development through a good range of activities and experiences. Consequently, children make good progress overall.
- The childminder develops good partnerships with parents. This contributes positively to the children's well-being, learning and development.
- The childminder provides many opportunities for children to develop their communication and language skills.

It is not yet outstanding because

- There are fewer opportunities to encourage children's awareness of print in the environment to promote further their early literacy skills.
- The childminder does not always organise the play area well to make best use of space and resources.

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 spoke with the childminder at appropriate times during the inspection.
- The inspector observed children during play and activities.
- The inspector took into account the written views of parents.
- The inspector sampled a range of paperwork including children's learning journals, training certificates, and children's details.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder was registered in 2005. She lives with her husband and 2 children in Chippenham, Wiltshire. The whole of the property is used for childminding and there is a fully enclosed garden available for outside play. The setting is accessed by two small steps. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll, four of whom are in the early years age range. The childminder works Monday to Friday all year round, apart from family holidays. The childminder attends the local parent and toddler group and takes children to the park. The family have a dog. The childminder receives funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- further support children's early literacy skills by displaying printed word in the environment so that it is rich in text
- organise resources and space more effectively to ensure children benefit from all learning opportunities.

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 the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She effectively monitors children's development through observations and plans next steps in learning that build on existing abilities. The childminder plans a wide range of activities, outings and experiences based on children's interests and needs. These opportunities help to ensure that children make good progress in their learning. The childminder models language effectively to ensure children of all ages make good progress in their language development. For example, the childminder asks older children skilful questions that challenge them to think about their answers and extend their language. She engages in simple conversation with babies, repeating and modelling words so they can begin to understand and imitate them. The childminder promotes children's interest in stories and print by providing them with a large range of books from which they select independently. However, the childminder does not further promote children's awareness of literacy by using other forms of print in the environment, such as labels on resources.

The childminder provides children with good opportunities to develop their understanding of the world around them. Children learn about animals and nature because the childminder takes them on trips to the zoo and nature parks. She teaches children about plant life cycles through activities such as planting and growing their own vegetables. Visits to the local park and play places provide children with further opportunities to explore the natural environment and promote their physical development. The childminder takes children regularly to local toddler groups. This gives them the opportunity to interact with larger groups of children, where they can begin to build friendships and socialise. Consequently, children begin to develop the skills they need to prepare for the next steps in learning such as pre-school or school.

The childminder has strong relationships with parents. She keeps them well informed about the activities their children take part in and their learning and development. The childminder successfully observes and assesses children's abilities from the start. She effectively liaises with parents to gather further information about children's skills and abilities in the home. The childminder uses this information to help inform future planning and next steps for individual children.

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

The childminder forms warm and trusting relationships with both children and parents. She is loving and caring and children demonstrate that they have made strong and secure attachments to her. Children enjoy their time with the childminder. She sits alongside them on the floor and remains close by, engaging in and enhancing their play experiences. The childminder knows the children well and is effective in promoting their confidence, self-esteem and well-being. For example, she effectively divides her time to ensure all children receive a good balance of both one-to-one attention and group time.

The childminder encourages children to develop independence by doing some things for themselves. For example, older children put on their own coat and shoes and go to the toilet alone, younger children feed themselves during snack time. This promotes skills in self-care and prepares them for their next stages in learning. Children have access to a large amount of resources that enable them to make independent choices about what they would like to play with. However, the childminder does not always make the best use of space and equipment to ensure children benefit from the learning opportunities that these can offer.

The childminder effectively promotes healthy lifestyles. She works with parents to ensure they provide children with healthy lunch boxes, and at snack time, the childminder provides fruit. Children sit together during meals as a part of the regular routine, promoting the social aspects of meal times. Hygiene routines help children to learn the importance of washing hands before meals and after using the toilet. The childminder provides children with individual towels to dry hands, which helps to reduce the risk of spreading infections. Children are developing a good understanding of the benefits of regular fresh air and exercise. They are physically active every day and have ample opportunities to develop large muscle skills in the garden, at the park and while walking

the childminder's dog. Children behave well, as they are kept stimulated during play and receive consistent and encouraging praise and support from the childminder. They play harmoniously alongside each other, learning from one another as they watch and listen. Children develop a good understanding of how to keep themselves safe through taking risks in safe surroundings. For example, babies pull themselves up and cruise around furniture independently, exploring their environment with confidence and interest. The childminder carries out fire drills on a regular basis. This means children are aware of what to do in the event of an emergency.

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

The childminder demonstrates a good understanding of her responsibility to meet and maintain the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended safeguarding training to secure her knowledge of the procedures to follow should she have any child protection concerns. She has a good understanding of the signs and symptoms that may indicate a child is at risk. The childminder holds a relevant first aid certificate and has clear procedures for administering medication. She undertakes daily risk assessments of the children's play environments both indoors and outside, and ensures children's safety is effectively promoted at all times. The childminder evaluates her provision and services through the use of a self-evaluation form. She identifies her strengths and areas for development. For example, she feels an important strength is her understanding of how to develop secure attachments with children. She also identifies the need to implement changes to the organisation of her resources. Since registration, the childminder has undertaken several courses, including a level 3 National Vocation Qualification in children's learning and development. She uses her training alongside feedback from parents and children to reflect on her provision and improve her practice further.

The childminder has formed effective relationships with parents. She communicates with them daily either verbally or through the use of an online diary. She also provides parents with regular information about their children's learning and development, which they are able to access at any time. Written feedback from parent's state that they are very happy with the level of progress their children are making. They appreciate the good level of communication and information they receive from the childminder.

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	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	EY307138
Local authority	Wiltshire
Inspection number	896405
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	10/11/2008
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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