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| <b>Inspection date</b>   | 10/12/2014 |
| Previous inspection date | 06/05/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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 provides an good range of resources that ensure children of all ages are stimulated and engaged during the day.
- The childminder builds good bonds with children helping them to develop in confidence and self-esteem.
- The childminder has a good knowledge of the seven areas of learning and development and provides a good range of activities to ensure children make good progress.
- The childminder demonstrates a good understanding of her responsibilities in safeguarding children and keeping them safe in her care.

### **It is not yet outstanding because**

- The childminder does not fully engage all parents in sharing their children's achievements at home to promote continuity in learning.
- The childminder does not maximise all opportunities to promote children's independence and self-care 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 spoke to the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding.
- The inspector observed activities and interactions between the childminder and her minded children.
- The inspector sampled a range of documentation including children's learning journals, training certificates, fire evacuation records and children's records.
- The inspector took into account the written views of parents.

## Inspector

Gina Chamberlain

## Full report

### Information about the setting

The childminder registered in 2005. She lives in an detached house in Chippenham with her husband and two of her children. The ground floor is the main area used for childminding. There is a fully enclosed garden for outdoor play. The family have a pet dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She provides before and after-school care. There are currently 17 part-time children on roll, of whom 10 are in the early years age range. The childminder is registered to provide funded education for two, three and four-year-olds.

### What the setting needs to do to improve further

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

- strengthen communication with parents, so that information about children's achievements at home is used more effectively to improve the planning of experiences
- extend children's increasing independence further by, for example, consistently encouraging self-service at meal times.

## 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. She knows the children well and takes into account their individual needs and interests when planning activities and next steps. As a result, children remain engaged and stimulated throughout the day and make good progress in their learning and development. The childminder provides children with a good range of resources that support their learning further. She labels resources with pictures and words, which enables children to make independent choices while supporting their early literacy skills. The childminder provides children with a selection of books, which they reach on low-level shelves and boxes. This promotes children's interest in reading and supports their awareness that print carries meaning.

Children's language is developing well overall. The childminder chats consistently with children and introduces new words to their vocabulary. For example, the childminder asks children during imaginative play, if their apple is, 'Juicy and crunchy'. The childminder provides lots of opportunities for children to engage in creative play. They explore textures and sounds using a variety of media and materials. For example, children make Christmas shakers using, pom-poms, tinsel and small bells. When the childminder shows children the

materials, she emphasises letters, such as 'T, t tinsel'. This further extends children's learning of letters and the sounds they make.

Children demonstrate their enjoyment of music during rhyme time. They dance and jump up and down, while singing their favourites songs, accompanied by their new Christmas shakers. The childminder hosts a weekly music group for other childminders and their minded children. This gives children the opportunity to meet new adults and play with new children. Consequently, children develop the social skills needed for their next stage in learning such as pre-school and school. The childminder has good relationships with parents. She keeps them up to date with their children's learning and development by sharing their learning journals and assessments. However, the childminder has not fully developed all opportunities for parents to share information about their children's skills and abilities in the home. This means she does not always have the wealth of information needed to help inform future planning and the next steps in learning for children.

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

Children demonstrate that they are happy, and have made good relationships with the childminder. They confidently make their choices known to her, and are comfortable and at ease in her company. The childminder supports new children during the settling-in process because she follows their home-care routines. In addition, children attend introductory visits before they begin, which allows them to get to know the childminder. This in turn, supports children's well-being and helps to reduce anxiety as they settle in. The childminder shows an interest in what children have to say and makes positive interactions with them during play. She gives children lots of praise, which boosts their confidence and self-esteem. At times, when children are upset, the childminder comforts and sensitively calms them. This helps children to maintain strong attachments with her. The childminder teaches children skills in sharing by giving simple explanations and encouraging them to play cooperatively. She makes sure they have access to a good range of resources both indoors and outside, which supports children's all-round development. The childminder places a strong emphasis on good manners by reminding children to say, 'Please' and 'Thank you', and by teaching them to be kind to others. Children develop a good awareness of their own safety and that of others. For example, the childminder asks children to be careful when running indoors as they may hurt themselves or another child. She practises regular fire drills with the children, which helps them to understand how to leave the building safely in an emergency.

The childminder gives good attention to children's health and well-being. She follows good hygiene practices and ensures children learn to wash their hands before meals and after using the toilet. The childminder has a good understanding of healthy eating and provides children with healthy choices at snack time. However, the childminder has not fully developed opportunities to promote children's self-help skills and independence during meal times. Children enjoy a range of activities to further promote their good health. For example, they use play equipment in the garden, such as bikes and scooters and have regular visits to the park. This allows children to develop an understanding of the importance of exercise as a part of a healthy lifestyle. The childminder has a good

knowledge of supporting children between her home and other early years settings they attend. She works closely with parents and has effective relationships with local schools and nurseries to successfully support children in the next stage of their learning.

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

The childminder demonstrates a good understanding of the learning and development, and safeguarding and welfare requirements. She plans and monitors the educational programmes effectively to ensure all children make good progress across the seven areas of learning. The childminder has a good knowledge of the signs and symptoms that may indicate a child is at risk. She is aware of the procedures to follow if she has any concerns about children in her care. The childminder maintains all required documentation to help safeguard children and shares this information with parents from the outset. She supervises children closely and has organised her home so they can move around safely and with confidence. The childminder carries out regular risk assessments of the premises, equipment and outings. This means children are able to play and learn safely in a suitable environment.

The childminder uses a written self-evaluation to reflect on her practice. She effectively identifies areas for further development and is currently working on becoming a member of a quality assurance scheme. She has taken positive steps to improve her practice by effectively addressing the recommendations from her last inspection. She has developed her knowledge of child protection procedures and has implemented an effective two-way flow of information with other childcare settings. The childminder forms good relationships with parents. She communicates with them daily, both verbally and with the use of diaries. However, the childminder has not yet fully developed opportunities to gather information about children's progress in the home. Nevertheless, parent feedback via questionnaires state that they are happy with the progress their children are making. Parents appreciate the good communication and information they receive. They say they are, 'Very lucky' to have found the childminder to care for their children.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|------------------------------------------------------------------------|------------|

|                                                                       |            |
|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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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

|                                    |             |
|------------------------------------|-------------|
| <b>Unique reference number</b>     | EY310090    |
| <b>Local authority</b>             | Wiltshire   |
| <b>Inspection number</b>           | 834293      |
| <b>Type of provision</b>           | Childminder |
| <b>Registration category</b>       | Childminder |
| <b>Age range of children</b>       | 0 - 8       |
| <b>Total number of places</b>      | 6           |
| <b>Number of children on roll</b>  | 17          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 06/05/2009  |
| <b>Telephone number</b>            |             |

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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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