

Inspection date	04/12/2012
Previous inspection date	11/02/2009

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		2
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 very happy and settled in this nurturing, homely environment. They develop excellent social skills and form good relationships.
- Children make good progress because of the childminder's skills to help them learn. They behave well as they are busy with interesting and worthwhile activities.
- The childminder supports children language very well, providing stimulating activities that give them plenty to talk about. She introduces new vocabulary and gives children time to think and respond.
- The childminder works effectively with parents and others involved in the children's care to make sure their individual care and learning needs are met well.

It is not yet good because

- on an occasion, children's safety has been compromised, as the childminder did not use appropriate car seats and restraints when transporting children in her car.
- the garden is not developed fully to help children's progress in all areas and they have limited time to play outside all year round.
- the childminder does not fully support children's early reading skills by making a wide range of books more readily accessible.

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 spent the majority of time with the childminder observing her practice and the minded children. This took place in the childminder's home and walking to and from pre-school with children.
- The inspector discussed with the childminder her understanding of the welfare requirements and samples of policies and other records were checked.
- The inspector looked at all areas of the premises and resources that will be used by children.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.
- The inspector spoke with one parent of a minded child and noted written comments from several other parents.

Inspector

Rachel Edwards

Full Report

Information about the setting

The childminder registered in 2008. She lives with her husband and three sons in a three-bedroom house in Upavon. Children have access to all areas of the house, although most care is takes place on the ground floor. There is a fully enclosed garden for outdoor play. The family has a dog and a tank of tropical fish. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently nine children on roll, of whom four are in the early years age range. The childminder is currently working towards a level 3 qualification in childcare.

What the setting needs to do to improve further

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

- ensure children are kept safe on outings by making sure they are transported safely for all journeys in the car, by using age appropriate car seats and restraints.

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

- develop further the outdoor play space to allow children more time to play outside, to help them progress well in all areas of their development
- support children's literacy skills further by giving them easy access to a wide range of reading materials to ignite their interest.

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 she provides a wide range of interesting activities that cover all areas of their development. Within her homely environment, children can choose for themselves from a large selection of high quality toys and other resources. Children enjoy listening to stories, although they cannot easily choose books for themselves to help them develop a love of books and improve their early reading skills. The childminder is skilled at knowing when to join in with children's play and when to leave them to develop ideas on their own. In this way, they become highly

independent, able to make choices and play cooperatively with others.

The childminder has good relationships with parents and she spends time talking with them so she knows what children can do when they first start with her. She watches their development carefully and notices what interests them. This helps her plan activities that are challenging so they progress well. For example, children asked if they could cook, so together with the childminder, they decided what to make and went shopping for the ingredients; each child having to remember something from the list. They developed their mathematical skills as they weighed and measured, counting spoonfuls into the mixing bowl. They developed coordination as they stirred and decorated their cakes. Enjoyable, practical activities give children a great deal to talk about. The children play outside each day, although the childminder does not make full use of her garden to help children progress in all areas of their development, especially for those children who learn better outside.

Children are extremely busy, as they decide what to play with and concentrate for long periods, becoming engrossed in their play. For example, they take turns to roll cars down connecting slopes. They look carefully at the cars, examining their wheels and turning them the right way. They are delighted when one flips over, announcing 'mine is upside down'. They persevere, trying to make another turn over, chatting as they play. The childminder talks a lot with children. She describes what they do and extends their sentences, adding new vocabulary. She gives children time to respond so they become confident to speak and express their ideas. As a result, children progress especially well in learning to communicate and develop social skills. This prepares them well for their future learning. The childminder takes prompt action if she feels children are progressing less well, for example, in their speech. She liaises with parents and others involved in the child's care to make sure they receive additional support if needed.

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

Children feel at comfortable and at home with the childminder and her family. Her warm and playful approach helps them form close bonds with her and makes them feel special and a valued member of the group. Children settle very well and become independent and confident to express their needs. The childminder keeps parents well informed about the care their children receive. They see copies of the policies and procedures that guide her work and have daily discussions and exchange regular texts. This ensures they continue home routines and the childminder meets their individual care needs, such as administering medication.

The childminder offers well-deserved praise and encouragement and gives clear guidance so children understand the boundaries for acceptable behaviour. They very quickly learn to share and take turns. From a young age children can amicably resolve minor disputes. Their behaviour is exemplary and they show great maturity when out. For example, they find wrist straps and hold onto the pushchair without needing reminding. They walk sensibly and 'stand still like a soldier' when a car passes. The childminder generally teaches children exceptionally well how to keep themselves safe. However, on one

occasion she transported two children for a short distance in the front seat of the car without using an appropriate child seat or restraint, sharing the seatbelt between them. This compromises children's safety and does not help their understanding of the appropriate security procedures when travelling in a car.

Children learn about the importance of a healthy diet and good hygiene. They enjoy sitting together to enjoy healthy and tasty meals, freshly prepared by the childminder. These chatty, sociable occasions encourage the children to eat well and try new tastes. They often cook together, which further increases of their understanding of healthy eating. The children are physically active each day, which further promotes their good health, although access to outside play is sometimes limited.

Children benefit from regular outings into the community, which help them to develop confidence in new situations and with different people. The younger children frequently go to collect older children from the bus stop or nursery and so become familiar with the places they will attend in the future. The childminder supports children's social skills very well so they behave appropriately and make friends easily. They are very well prepared for starting school or moving to other settings.

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

The childminder has attended child protection training and she fully understands her responsibility to safeguard children. She knows what she must do should she have concerns for a child's welfare. The childminder generally gives children's safety a high priority indoors and outside the home. She has made all areas of the premises safe. For example, she makes good use of safety gates to protect children from hazardous areas, such as the kitchen, stairs and fish tank. She takes sensible precautions to protect children's health and safety regarding the family dog,. However, the childminder did not fully protect children when she transported them in the car without appropriate car seats and restraints.

The childminder strives for continuous improvement. Since the last inspection, she has focussed on her own professional development and is currently working towards a level 3 childcare qualification. This has helped her to gain a more secure knowledge and understanding of the required areas of learning and how she can help children progress and how to promote their well-being. As a result, children are generally well cared for and make good progress in their learning. The childminder also attends training, such as in food hygiene, to support children's good health.

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

EY368678

Local authority	Wiltshire
Inspection number	892621
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	11/02/2009
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

