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| <b>Inspection date</b>   | 17/09/2014 |
| Previous inspection date | 13/05/2009 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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**

- Children are extremely happy, settled and confident as they have formed excellent relationships with the childminder.
- Children enjoy many opportunities to explore the outside environment and care for animals, promoting their interest in the natural world and living things.
- Children make good progress in their learning and development through effective teaching. The childminder provides a very good level of support, especially for children's developing language.
- The childminder provides interesting activities, with good quality toys and equipment, which promotes children's play and helps them to develop new skills.

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

- There are fewer opportunities for children to learn that print carries meaning.
- There is scope to develop the use of number so that children develop their early mathematical 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 observed activities within the childminder's home and gardens.
- The inspector took account of the childminder's self-evaluation.
- The inspector sampled documents, including first-aid certificates and children's records.
- The inspector took account of parents' views through written letters.
- The inspector discussed children's learning and development, and safeguarding and welfare, with the childminder.

## Inspector

Lucy Waterman

## Full report

### Information about the setting

The childminder registered in 2008. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and four children in Atworth, Wiltshire. Minded children use the ground floor of the house. There is a large fully-enclosed garden. There are currently four early years age children on roll. The childminder offers childcare before and after school, and during the school holidays. She operates from Monday-Thursday with a breakfast club only on Fridays. The childminder has a dog, two cats, two guinea pigs, four geese and six chickens.

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

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

- enhance children's developing literacy skills by providing further opportunities for them to see print in the environment
- develop the mathematical potential of the environment, to enable children to learn about number through rich and varied experiences.

### Inspection judgements

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

The childminder provides a warm and welcoming environment. Children benefit from a good balance and exciting range of enjoyable learning experiences. They have lots of fun with the caring childminder, who understands their needs very well. The childminder makes good use of her garden and home to support children's learning and development. Children delight in being able to feed the guinea pigs and look for eggs laid by the chickens. They are interested in digging in the vegetable garden and sandpit, exploring the willow cave and collecting the fallen apples in the wheelbarrow. This encourages them to learn about the natural world and understand how to care for their environment and living things.

The childminder interacts warmly with the children. She promotes their learning well with their chosen activities and enthusiastically plays games with them. The childminder provides a variety of interesting areas for children, including quiet spaces under the willow tree and open spaces for riding and running. These effectively support children's different ways of playing and learning. The childminder plans a good range of activities to support children's developing interests. She extends their interest in chickens by talking about them, and providing pictures to look at and paint. She understands the importance of following the lead in children's play. For example, she allowed time for children to build

their garage and talked to them about how to join the bricks. This develops their understanding and their problem solving skills. Children benefit from the childminder's positive interactions and conversation. They talk and chatter with her when they are playing and during routine activities. The childminder gives lots of eye contact and smiles. She repeats children's early words back to them correctly, increasing their communication and vocabulary. As a result, children's early language skills are developing well. The childminder promotes children's listening skills and interest in books through reading stories. However, there are fewer opportunities for children to see print or words around them, which means they have less chance to practise their early reading skills. The childminder organises her home effectively, so that children have easy access to books, writing materials and toys. Children develop physical abilities when they roll out dough, and make marks on paper using chalks, paints or pencils. She introduces interesting activities outside, including painting the shed with large brushes and buckets of water. This develops the skills needed for early writing.

The childminder's flexible routine allows children to select their own activities by telling her what they would like to do, or selecting their own toys and activities. This supports their growing self-esteem and confidence as they lead their own play. The childminder uses these choices, and everyday routines, to support children's learning. When playing with the bricks and in the garden, she takes time to introduce counting activities and talks about the size, length and colour of the bricks they are using. This supports children's early mathematical skills. However, there are few numbers displayed inside or outside, and so children miss the opportunity to begin to recognise numbers in their play. She talks about routines and events, for example 'after lunch' and 'later', to develop children's mathematical understanding further.

The childminder's enthusiasm for being outside, and the large outdoor area, develops children's physical skills well. They have a very good space in which to run, climb and explore, and young children can move up and down slopes and small steps. Older children have access to more challenging equipment to develop their physical skills. Children are also encouraged to develop physical skills through the daily routine, for example hanging up their own coats. Children have opportunities to explore paint and for gluing activities, pretend play and music. The childminder talked to children about the paint on their hands and asked them if it felt 'tickly'. The children responded with giggles and dabbed the brush on their hands again. This develops their creativity and understanding of descriptive words. As a result, they are gaining the skills needed for the next stage in their learning.

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

Children share warm and trusting relationships with the childminder, which successfully supports their social and emotional well-being. The childminder is kind and gentle with the children. She talks in a sensitive and understanding way, providing them with encouragement and help when necessary. She clearly explains changes in routines to prepare children and help them feel safe and secure. As a result, children settle quickly with the childminder and feel happy in her care.

She has thorough hand washing procedures after the children have been to see the animals or used the toilet. This promotes children's understanding of how to keep themselves healthy. She makes nappy changing an interesting part of the day by displaying pictures and talking to children as she changes them. The childminder implements good hygiene procedures for food preparation and nappy changing. This helps to keep children safe from cross infection. She asks about allergies or dietary requirements when children start, and has a healthy eating policy for the snacks and lunches. There is ample room for children to sleep and rest if they need to. As a result, children are relaxed and very settled with the childminder. Children benefit from attending group activities locally, for example, they attend a toddler group with the childminder. This means they learn to interact with other children and adults, and develop new skills.

The childminder carries out safety checks and risk assessments to ensure that all areas of the home are secure. She records her risk assessments and reviews them so that she can monitor children's safety and make changes when necessary. The garden is very secure. There is a double-gate system and the treehouse has a locked door so that young children cannot access it. This safe and secure environment allows children to explore indoor and outside areas freely, with appropriate supervision.

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

The childminder has a good understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. She takes advice from the local childminding development worker and is a member of a national childminding association. These keep her up to date with current information and developments. The childminder has a good understanding of the local safeguarding procedures and is confident in her ability to recognise the signs or symptoms that could be a cause for concern. The childminder carries out thorough risk assessments on her home and garden and for any outings for the children. This includes a daily visual check of her home, toys and equipment to ensure that they are safe and suitable for the children to use. She supervises children well at all times and as a result they feel safe and secure.

The childminder works hard to create positive partnerships with parents. She promotes good communication by the use of daily discussions, learning journals and photographs. This involves parents fully in their child's learning and the progress they make. The childminder has good systems in place to meet children's individual needs successfully. She works closely with parents to implement agreed behaviour strategies and to support children's specific needs. Parents have good opportunities to contribute their thoughts and ideas, such as sharing by their child's interest in the new chickens at home. The childminder has good systems in place to enable her to share information with local pre-schools and settings that children attend. She completes the progress check for two-year-old children and shares this with parents. Parents comment that they are very happy with the childminder's service and that they feel fully informed about their children's care. They speak highly of the care their children receive and the good service that the childminder provides. Parents say that the childminder 'offers the perfect combination of

professionalism and love' and that she works 'extremely closely' with them.

The childminder successfully evaluates her provision using a self-evaluation form. She reflects on her practice and clearly identifies her strengths and areas for development. For example, the childminder has identified specific training needs and booked training. This shows that the childminder has a good ability to maintain ongoing improvement.

### **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> |
|-----------------------------------------------------------------------|------------|

## 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>     | EY370595    |
| <b>Local authority</b>             | Wiltshire   |
| <b>Inspection number</b>           | 815597      |
| <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>  | 14          |
| <b>Name of provider</b>            |             |
| <b>Date of previous inspection</b> | 13/05/2009  |
| <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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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