

Inspection date	15/01/2015
Previous inspection date	01/07/2009

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

- Children are happy, keen to learn and rapidly growing in self-assurance because of strong relationships with the childminder and other children.
- The childminder provides and talks about interesting experiences for children based on their needs and interests. As a result, children make good progress in relation to their starting points at entry.
- The childminder is well organised in order to work closely with the parents and carers to support children's ongoing progress.
- The childminder plans an effective professional development programme to keep up to date and to improve the service she provides for children and families.

It is not yet outstanding because

- The childminder does not always give children time to respond to her questions. Consequently, she does not challenge children's thinking as well as possible.
- Children enjoy looking at books but the childminder does not offer maximum opportunities to handle and be interested in a wide range of other printed materials.

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 viewed the areas where childminding takes place and observed activities in the childminder's home.
- The inspector had discussions with the childminder, including about a specific activity supported by her.
- The inspector talked with children and took account of information in a letter from a parent.
- The inspector sampled a range of documentation, including children's records and training records, and discussed evaluation systems, planning methods, policies and procedures.

Inspector
Angela Cole

Full report

Information about the setting

The childminder registered in 2008. She lives with her two school-aged children in the residential area of Abbeymead on the outskirts of Gloucester close to local shops and play parks. The whole of the childminder's house is available for childminding. Children's main care takes place in the open-plan sitting room and dining room. The bathroom and bedrooms for sleeping are on the first floor. There is an enclosed rear garden with decking and grassed area for outdoor play. The family has indoor fish. The childminder is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. She offers childcare before, during and after school, and in school holidays. The childminder has 10 children on roll in the early years age range. She currently supports a number of children learning English as an additional language. The childminder receives funding for the provision of free early education for children aged two, three and four years. She attends local children's groups and walks to a pre-school and school to take and collect children. She provides care for two older children. The childminder holds a relevant early years qualification at level 3.

What the setting needs to do to improve further

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

- extend children's learning through improving teaching techniques by giving children time to think of their own responses
- help children to increase their early reading skills by developing the range of printed materials to extend further their understanding about words and letters.

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 develop. She demonstrates strong knowledge through her assessment and planning embedded in practice. The childminder learns what new children can do from parents to inform early plans for learning. She offers stimulating environments to motivate children to settle and learn. Assessment of individual children's ongoing learning is accurate, closely linked to the Early Years Foundation Stage and reflected in regular planning for what children need to learn next. The childminder makes good use of children's interests, for example, in knights and castles.

The childminder focuses sharply on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional

development. This approach helps children to develop well, with any gaps in their learning and development closing significantly. The childminder supports children learning English as an additional language to communicate effectively so these children work well towards expected levels of achievement. The childminder keeps parents informed about their children's progress. She encourages families to continue their child's learning at home, for example, using story materials. Parents contribute regularly to the assessment and planning process through commenting in children's records. This good level of parental involvement significantly benefits children's learning.

The childminder uses many good teaching techniques so that children progress well in their learning. All children happily choose from and eagerly participate in the interesting experiences offered. The childminder moves between children so that she is available to encourage their play and she includes younger children well. Children practise physical control in many stimulating activities. They help enthusiastically to prepare and clear away the activities, including those arising from topics in which they show continuing interest. For example, children studied a squirrel and birds through their homemade binoculars. They used their imagination and mathematical skills well to create birds' nests with toy birds, tissue, pretend twigs and cloth eggs, which they counted. Children go outdoors daily in the garden, on walks and on visits to interesting venues, including the city farm. The childminder responds well to children's delight in using outside areas, for example, in play with mud, balls, wheeled toys, planks and tyres. These activities benefit children who prefer to learn outdoors.

The childminder is a good role model for children's developing speech by talking clearly and making good eye contact. Occasionally, she misses giving children time to think of their answers to her questions. Even so, overall, she uses her knowledge effectively to foster children's learning. All children learn about rhymes and sounds through singing and dancing together with gusto. They enjoy books and stories and pretend to read these. However, there are few other clearly printed materials around the home to extend children's interest in familiar words, such as their names. Nevertheless, pre-school children learn to recognise and trace their names using laminated cards. Overall, the childminder develops children's early literacy skills effectively and children acquire the skills, attitudes and dispositions they need be ready for school.

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

The childminder's care practices help children to feel emotionally secure and to be physically, mentally and emotionally healthy. Many children come to the childminder as babies and stay with her for a long time. Consequently, children settle and build strong relationships with the childminder, who provides genuine warmth and affection. They appear comfortable and confidently sit on the childminder's lap for a cuddle on waking. The childminder supports children's growing confidence well to develop their independence and explore a variety of learning environments.

The home has a calm atmosphere and the childminder makes it appear welcoming. Overall, the childminder stores a wide, stimulating range of quality equipment and

materials in the play area so that children can choose from these. In consultation with children, she rotates other resources from storage to enhance children's motivation, decision-making and independent learning. The childminder enables children to benefit from having good relationships with other minded children and from socialising at local childminders' homes and children's groups. Children follow the good example set by childminder to behave well and are polite, kind and helpful, especially towards younger children. The childminder encourages children to play harmoniously together and to learn to share space and resources.

The childminder supports children effectively to feel safe. For example, toddlers learn to climb stairs safely and children handle small items and tools carefully, including pegs and scissors. Children of all ages cooperate eagerly to tidy their equipment away to help keep the play space safe. Pre-school and older children practise road safety and learn to take care on outings, including to parks, where they learn to play on larger equipment safely. Consequently, children gain practical experience of assessing risks to help keep themselves and others safe.

The childminder teaches children effectively to understand aspects of a healthy lifestyle. Children enjoy going for walks and playing outdoors, including at the local play park to develop skills to climb, balance and slide, especially during colder months. Children learn to take care when washing their hands, for example before eating. The childminder works well with parents to enable children to make healthy choices of foods at meal times and to talk about nutritious foods they buy, such as fruits. Children have their water beakers to hand so they do not become thirsty. The childminder manages care routines well so that children benefit from efficient preparation for changes and their eventual move to school.

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

The childminder meets effectively the safeguarding and welfare requirements of the Early Years Foundation Stage. She implements these consistently to create environments that are child friendly and makes sure that only vetted people are left with children. She understands well how to keep children safe through information gained in child protection training, including how to respond to any concern about a child. The childminder has an effective knowledge about how to promote the health and safety of children. She has assessed the risks to her premises. She has minimised these so children move around freely and safely. She risk assesses each outing's venue so children are safe. She effectively promotes safe practices and shares her comprehensive policies, procedures and documentation with parents. As a result, this helps to keep children secure and safe.

Children benefit from the childminder's enthusiasm and dedication to their care and support. The childminder understands well her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. She monitors children's progress in detail at six-monthly intervals and includes parents' views. The childminder has a secure understanding about the requirements to check the progress of two-year-old children and shares the information with parents. The childminder identifies and meets

children's needs through timely intervention.

The childminder's use of reflection is effective in informing priorities and setting challenging targets for improvement. She listens carefully to parents' views regarding their children. She observes and asks children about their preferences to provide enjoyable activities and trips out that will help them to progress further. She has strong regard for outcomes of discussions with the local authority advisor and other childminders. The childminder has implemented the action and recommendations from the previous inspection successfully. She has improved her provision for children's assessment and planning, and her risk assessment and knowledge of child protection to help keep children safe. The childminder's actions plans are realistic to lead to future development of the provision for children. She intends to continue her well-organised, regular and effective professional development programme to support pre-school children's learning. She plans to replace the grass in her garden so that children may play there all year round. This planning shows a good capacity for continuous improvement.

The childminder builds up her partnership working with parents successfully. She has in-depth conversations with parents about their children and any issues. She uses attractive photographic learning journals to share views and observations. Family members enjoy children's creations and choices of books, which prompts them to continue these and other suggested activities at home. Parents appreciate the quality of care their children receive, in particular her flexibility and fun approach. They are positive about the wide variety of activities on offer that their children enjoy. The childminder demonstrates a good understanding of the importance of working in partnership with others. She develops effective relationships with other providers caring for children through conversation, letters and sharing summaries of children's learning. This quality of practice ensures that children's learning and development receive consistent support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY380914
Local authority	Gloucestershire
Inspection number	838215
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	01/07/2009
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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