

Inspection date	30/09/2014
Previous inspection date	03/08/2009

The quality and standards of the early years provision	This inspection:	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

- All children make good progress in relation to their entry starting points. They benefit from much attentive support from the childminder, which encourages them to learn.
- The childminder uses her assessments of children's progress competently to plan for each child's learning and development.
- Staff use effective systems to monitor children's development so that they can identify next steps in learning and any additional support that may be required.
- Staff promote a healthy lifestyle to children, through daily outdoor play, physical exercise and forest school experiences .

It is not yet outstanding because

- The childminder does not make the best use of the garden as an outdoor learning environment for children, particularly during colder weather.

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 in the childminder's home and garden.
The inspector had discussions with the childminder, talked with children and took
- account of information in letters from parents, older children and a toddler group leader.
The inspector sampled a range of documentation, including the self-evaluation form
- and improvement plan, children's records, planning, safeguarding procedures, policies, training records and information from a parents' survey.

Inspector
Angela Cole

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband and two daughters in Huntley, near Gloucester. Children play on the ground floor in the lounge and kitchen/dining room, and in the enclosed, rear garden with a covered area. The family has a dog, hamsters and a cat. The childminder is 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 five children on roll in the early years age range. She currently supports a number of children learning English as an additional language. The childminder provides care to five children over the age of five years, and to older children. She takes and collects children from the local pre-school and school, and attends a toddler group. The childminder holds a relevant level 3 qualification, I kmi km bknk, bn, kbn,, and offers free early education for 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:

- develop a richer and more varied outdoor learning environment throughout the year, including offering a well-planned range of natural materials for children to explore.

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 develop and learn through her considerable experience of teaching children of different ages and abilities. Through her encouragement, children achieve well in each area of learning, taking into account their abilities and patterns of attendance. The childminder gains an effective outline of children's starting points through her initial observations and conversation with parents about children and their routines. Consequently, children work towards appropriate developmental milestones. They make good progress in their learning as they freely move around to investigate the range of interesting accessible, indoor and outdoor activities. The childminder clearly understands how to analyse her comprehensive observations and link these to the areas of learning to check children's progress.

The childminder has expertise to teach children basic skills in the three most important areas of learning for young children, and in literacy and mathematics. Her teaching is effective because she uses children's choices of resources and her knowledge of what children need to learn next. As a result, the childminder extends children's ideas in stimulating play and provides appropriate challenges. For example, young children became

absorbed in play with threading laces and beads. The childminder uses their interest to extend their language in conversations, for pronouncing similar words, such as magnet and magic, and in remembering numbers for counting. These experiences motivate children to try things for themselves so they have ample time to practise and absorb what the childminder teaches.

The childminder spends much time engaging in purposeful dialogue with children. She is well aware of the value of joining in the play that children choose and are enjoying. Children respond well to different experiences particularly in the summer when they play with water, sand and mud. They investigate brushing paint onto different surfaces, including stones and paper, finding out what happens for themselves. The childminder extends their interest by offering natural materials, such as conkers to make different marks. In colder weather, however, children do not freely use a wide range of natural materials, to enjoy such rich and varied experiences. This reduces their imaginative opportunities to learn about different media. Nevertheless, children explore glue and stick coloured shapes to create collages and negotiated dolls in prams around the garden to have a 'tea party' with the childminder. Activities such as these enhance children's physical skills, as well as supporting the development of their imagination.

The childminder makes good use of spontaneous events to interest children and teach about their environment. For example, children spotted creatures, such as spiders in the garden, and watched avidly as a crane lifted sand and bricks down off a lorry. These activities enhance children's understanding about the environment through their experiences.

The childminder encourages young children to learn to do things for themselves, such as dressing and managing their belongings, including their packed lunches. She teaches older ones to recognise their named coat hooks and to write their names. This approach means that children learn to focus on their activities and persevere. They develop useful skills to stand them in good stead for their next stage of learning, and the eventual move to 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. Children make smooth moves from home to the childminder's provision, because of effective settling-in processes. New parents have ample time to raise questions as they settle their children and complete initial paperwork, including that about their children. Babies and older children build strong relationships with the childminder, who provides genuine warmth and affection. The childminder shows interest in them when listening attentively and meeting their personal needs. This approach enables children to feel safe and emotionally secure, giving younger ones the confidence to develop their independence and explore the home learning environment. Children are well prepared emotionally for the eventual transfer to school, or the next stage of learning.

The childminder teaches children about how to keep themselves and others safe. For example, children learn to handle tools carefully, including table cutlery, and hear the childminder talking about 'hot' things during their kitchen role play. Pre-school and older children practise road safety and learn to take care on outings, including by ponds at a bird park. Consequently, children gain practical experience of assessing risks to help keep themselves and others safe.

The childminder enables children of all ages to show a strong sense of belonging. For example children demonstrated that they are used to the childminder's routines. They develop a good understanding of what the childminder expects of them, including listening to instructions, being polite and cooperating. The home has a calm atmosphere and the childminder makes it appear welcoming with children's work displayed. The childminder stores a range of resources in the sitting room and garden so that children can choose from these. However, the children do not experience a highly stimulating environment outdoors through the year. She rotates resources from storage and provides picture cards from which children may make requests. In this way, she encourages children to make decisions and fosters their independent learning.

The childminder teaches children about the importance of a healthy lifestyle from a young age. Children go on long walks and choose to play outdoors in the garden for long periods, when possible. The childminder takes them to the local park every day for them to develop balancing, climbing and swinging skills while using large physical equipment. Children increasingly take responsibility for their personal hygiene and learn that they must, 'Wash away the germs', including after messy play and before eating. The childminder reminds children to drink regularly so that they do not become thirsty, especially after energetic play outdoors. Children learn about healthy foods, including unfamiliar fruits.

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

The childminder meets her responsibilities regarding safeguarding and welfare requirements of the Early Years Foundation Stage. She implements her detailed safeguarding policy consistently to create an environment that is safe, welcoming and stimulating for children. The childminder has an extensive knowledge of how to protect children and follows many clear procedures. She is thoroughly aware of how to respond if she has a concern about a child through renewed child protection training. The childminder reviews her detailed written risk assessment of the home to contribute to children's safety. She assesses risks on children's outings well, including to a park. She supervises children closely to keep them safe at all times. The childminder implements robust procedures so that children are never left with unvetted people. She refreshes her knowledge of first aid online, as well as renewing her paediatric first-aid certificate regularly. Children heed the childminder's reminders, such as not to run along pavements, and have few accidents.

The childminder conscientiously carries out her responsibilities in meeting the learning and

development requirements of the Early Years Foundation Stage. These include regularly monitoring the educational provision and children's progress so that they continue to achieve well in each area of learning. The experienced childminder is able to address any gaps in children's learning, including for those learning English as an additional language. She successfully personalises her planning and teaching so that each child benefits from the appropriate activities offered to them. The childminder has a clear knowledge about checking the progress of two-year-old children in liaison with their parents and shared providers. As a result, young children respond well to challenges that focus on their needs, abilities and interests.

The childminder is committed to an extensive programme of further training and ongoing professional development. She makes good use of reflection on her provision to set targets for improvement. The childminder values parents' views of parents expressed in daily conversation and surveys, and she follows children's preferences closely. The childminder has implemented the action and recommendations from the previous inspection effectively. The childminder sets clear standards so that her practice is consistently good. Her development plans include continuing training and working towards a quality assurance award. This approach demonstrates the childminder's commitment to making ongoing improvements.

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	EY389108
Local authority	Gloucestershire
Inspection number	815920
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	03/08/2009
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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