

Inspection date

05/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 and enjoy their time in the setting. The childminder has a good understanding of children's individual needs, enabling them to thrive in a caring and safe environment.
- The childminder has a good knowledge of the learning and development requirements for early years and plans for children's learning well through individualised portfolios.
- Strong links between the childminder and parents ensure that children's well-being is consistently well supported.
- A good range of stimulating and interesting resources are available to promote children's learning experiences.

It is not yet outstanding because

- Although interaction is good, the childminder does not always make the most of opportunities during activities to develop children's language and challenge their thinking skills.
- The childminder does not always make full use of everyday opportunities to further develop children's independence with their health 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
- 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 observed activities in both the indoor and outdoor areas.
- The inspector and childminder discussed practice at appropriate times during the inspection.
- A sample of policies, self-evaluation documentation, planning and children's developmental records were scrutinised by the inspector
- The views of parents were articulated through letters left for the inspector's attention.

Inspector

Sue Bennett

Full Report

Information about the setting

The childminder was registered in 2010. She lives with her partner and their two children, who are in the early years age group, in the Hatherley area of Cheltenham. The whole property is registered for the childminding. There is an enclosed rear garden with patio and grass areas for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is able to care for a maximum of four children under eight years, of these, two children may be in the early years age group on Mondays and one on Tuesday, Wednesday and Thursday. There are currently two children in the early years' age range attending the setting. The childminder offers part-time care for children, all year round, and before and after-school care. The childminder provides care on each weekday all year round from 8am to 6pm and is working towards a level 3 diploma in childcare.

What the setting needs to do to improve further

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

- develop repetition and rhyme techniques when reading stories and singing songs to further support children's speaking development in communication and language
- Provide more opportunities which challenge children's thinking and creativity, such as during musical activities and imaginary play
- ensure that daily routine utilise every opportunity to further develop children's independence with their health and self-care skills

Inspection judgements

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

The childminder provides an exciting range of activities which support children's learning effectively well. She has a good knowledge of developmental stages in learning and ensures that children's individual needs are well supported through effective planning. Babies have good opportunities to play and explore sound through use of musical instruments. Older children are encouraged to count in everyday play situations and are developing a good understanding of mathematical language such as big, little, circle. Children enjoy listening to stories and concentrate well, although the childminder misses opportunities to extend children's literacy development, such as encouraging them to join in with repetitive rhyme and talk about well known stories. The childminder is actively involved in children's learning. She joins in with creative activities, helping children to use tools correctly. The childminder buries treasure in the sandpit and children of all ages enjoy the sensory feel of sand as they make their discoveries. Children enjoy their time outside and have good opportunities learn through nature. A child finds a slug. The childminder talks about how the slug moves, using words such as 'wiggly' and 'slimy',

which effectively develops children's vocabulary. Children repeat these descriptive words in their play. However, the childminder does not consistently use open-ended questions to challenge children's thinking and extend their creativeness, such as during music and role-play sessions. Babies and children enjoy investigative apparatus such as use of a selection of programmable toys. They enjoy pressing buttons and develop a good awareness of why and how things happen. The environments, both indoors and outdoors are spacious and well organised. Resources are plentiful and easily accessible for children, so that they can make choices in their play. In the outdoor area, moveable toys support children's physical development. Babies move around freely and are able to pull themselves up using stable structures of support.

Developmental portfolios illustrate the progress that children make in relation to their starting points at the setting. These are shared with parents and identify next steps in learning for each child. Daily diaries provide parents with a record of the child's day at the setting. Parents are also encouraged to contribute to these, such as evidence of the child's achievements at home. This ensures a consistency of learning and development approaches between the setting and home. Children have good opportunities for learning outside of the setting, such as attending local playgroups and forest school centres. This provision enriches children's learning opportunities and effectively broadens their confidence and social interaction with other children in preparation for future schooling.

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

Children are happy, relaxed and clearly enjoy the nurturing environment that the childminder provides. They confidently approach her for support, such as asking for help during dressing up activities. These warm relationships enable children to develop well in self-confidence and self-awareness. Before joining the setting, parents and children are invited to partake in taster sessions, which help to establish positive relationships between the childminder and the child. Additionally, parents complete child questionnaires, ensuring that the childminder is aware of children's individual needs, including their likes and dislikes, dietary requirements or allergies. Additionally, parents have ample daily opportunity to talk to the childminder about their child's care and development. At transition stages, such as children starting school, the childminder ensures comprehensive developmental records are transferred between the settings.

Children are beginning to develop strong personal skills. They behave and interact with one another very well, such as taking turns and sharing toys. The childminder promotes positive behaviour through the use of stickers, which children are proud to show to visitors. Children enjoy the daily routines. At meal times they sit sensibly at the table and talk happily with one another and the childminder. The childminder shows that she is interested in their conversations and gives a warm and smiling response. Babies settle quickly at nap times, illustrating how secure they feel in the setting.

The childminder encourages children to eat healthily through the provision of fresh and dried fruit and guides parents effectively in providing healthy lunch box contents. Children have plenty of opportunity to enjoy fresh air and exercise through time in the garden or

visits to the local park. The childminder is stringent in her approach to hygiene routines, although does not always allow enough opportunity for children to develop responsibility for their own self care, such as washing hands or putting on boots and coats independently. Children's awareness of safety is developing well. They realise the importance of taking care when descending stairs and of keeping stair gates closed to protect babies.

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

The childminder has a strong understanding of her responsibilities towards children's welfare and well-being. She has attended all relevant safeguarding training, including paediatric first aid. Safety is given high priority in the setting. The childminder undertakes thorough daily risk assessments to ensure that all areas, toys and resources are safe for children to enjoy. Her use of a range of comprehensive policies and procedures further help to protect children within her care. Records for accidents or incidents that may occur during the child's time in the setting are well maintained. The childminder ensures that parents are well informed about these measures of protection.

The childminder is proactive in evaluating her provision and delivery of the educational programme. The setting's self evaluation form demonstrates well directed vision for improvement. Future plans include the development of the gardening area for children and re-organisation of furniture to create more indoor space. This ensures the future enrichment of children's learning experiences. She values feedback that parents contribute, either verbally or through written comments or periodic questionnaire sources. This information builds into the evaluation document. The childminder has a strong commitment towards further training to develop her practice. This includes regular visits from local authority consultants and sharing of good practice peer with other childminders.

Partnerships with parents are well promoted and in letters of support, parents strongly express their satisfaction with the high quality care that childminder provides. In particular, they write about children's good progress and happiness whilst in the setting. The childminder has a good understanding about assessment processes in supporting children's needs and ensures that parents are kept well-informed. If needed, the childminder has effective links with external specialist support services, such as a speech therapist.

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
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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	EY407662
Local authority	Gloucestershire
Inspection number	753844

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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 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.

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