

Inspection date	26/11/2014
Previous inspection date	23/09/2010

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

- Children make good progress in their learning and development and are motivated to learn. This is because the childminder knows them well and provides experiences that she knows interest them and they will enjoy.
- The childminder meets children's personal, social and emotional needs well. Consequently, children are happy, settled and the relationship between the childminder and the children is good.
- The childminder works in partnership with parents to ensure that all children receive the support they need to progress and succeed in their learning.
- Children are safe and protected because the childminder has good knowledge and understanding of the safeguarding and welfare requirements.

It is not yet outstanding because

- The childminder does not provide consistent opportunities for children to access writing and drawing equipment independently.
- The childminder does not make full use of resources to support children's literacy.

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 spoke with the childminder at appropriate times during the inspection.
- The inspector observed children during play and activities.
- The inspector looked at assessments, observations, next steps and planning documentation.
- The inspector observed children during play and activities.
- The inspector took into account the written views of parents.

Inspector

Gina Chamberlain

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and three children in a three-bedroom house in Royal Wootton Bassett. The downstairs of the house is used for childminding. A garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently two children on roll, one of whom is in the early years age range. The childminder works Monday to Friday all year round, apart from family holidays.

What the setting needs to do to improve further

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

- increase opportunities for children to access writing and drawing equipment independently
- further support children's early literacy skills, by displaying more words in the environment so that it is rich in text.

Inspection judgements

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

Children are making good progress in their learning and development because the childminder carefully observes and assesses their achievements and identifies their next steps in learning. She organises activities that are purposeful, and implements a mixture of adult-led and child-initiated play that helps children gain confidence. The childminder provides a good range of resources that encourage children to explore and investigate. For example, children learn how to fix together items using pretend tools. One child proudly demonstrates how toy screwdrivers work to hold the wood together. They show an awareness of the jobs people do by explaining that you, 'Have to wear a helmet to stop your head from banging'.

Children's language development is good. The childminder chats with children consistently and uses effective questioning techniques to support their critical thinking. Children enjoy sharing a book with the childminder. She takes the time to point out and talk about particular features of interest. Children listen carefully and answer questions about colours and names of items in the book. Overall, the childminder promotes children's early literacy skills during activities. She teaches them about letters and the sounds they make and encourages children to trace them using their fingers and chalk. However, the childminder does not provide mark-making tools for the children to select independently. This means they do not have consistent opportunities to practise their early writing skills. She also

misses the opportunity to promote children's awareness of print in the environment. For example, by placing written labels on toys and resources, to help children learn that print carries meaning. The childminder effectively supports children's mathematical awareness of shape and measures during activities. For example, filling toy trucks using purple sand and making patterns with the tyres. She further extends this activity by encouraging children to count the marks they have made.

The childminder teaches children to be independent. She encourages them to go to the toilet alone and wipe their own nose. The childminder effectively promotes children's physical and social development. She takes the children to local parks and soft-play centres where they develop their large muscle skills on the play equipment. The childminder also attends local toddler and childminding groups. This gives children the opportunity to meet other adults and children and socialise on a larger scale. Consequently, children develop the skills they need for their next stages in learning. The childminder keeps parents well informed about their children's development with the use of online systems, verbal discussion and daily diaries. She makes time to talk to parents daily and ensures they share information about children's progress both in the home and while with the childminder. These good relationships with parents enable the childminder to effectively plan children's next steps to help them fulfil their potential.

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

Children settle quickly into the childminders home because she has created a warm and welcoming environment for them. They have formed good relationships and strong bonds with the childminder who is affectionate and loving with them. The childminder gives children lots of praise and tells them how clever they are. Children develop positive self-esteem and show pride in their achievements. One child states, 'I'm a clever clogs aren't I?'. The childminder supports children in using toys and utensils with care. For example, by holding their hands as they help to cut an apple. Children show awareness of how to keep themselves and others safe by reminding the childminder to be careful because, 'Knives are sharp'. She practises regular fire drills and the children learn how to evacuate the building safely in the event of an emergency. Children enjoy exploring a good variety of resources independently and spend time concentrating on their chosen activity. They understand what each box contains because the childminder has provided pictures to illustrate this. However, the childminder has missed the opportunity to promote children's awareness of print in the environment, by supporting these pictures with words.

Children benefit from regular fresh air and exercise, which promotes their physical development and develops their awareness of the wider community. The childminder teaches children about healthy lifestyles. They learn how to wash their hands after using the toilet and before meals, and she encourages them to cover their mouths when coughing. The childminder provides children with healthy snacks, such as fruit and savoury biscuits. She works with parents to ensure they provide a healthy lunch box for their children. The childminder sits with children during meals to encourage the social aspects of meal times. The childminder promotes children's well-being and effectively helps them to prepare for their next stages in learning. She encourages children to listen,

concentrate and pay attention, and ensures they have regular opportunities to socialise on a wider scale.

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

The childminder has a good understanding of her responsibilities to meet and maintain the safeguarding and welfare requirements of the Early Years Foundation Stage. She is aware of the possible signs that may indicate a child is at risk. The childminder understands the correct procedures to follow if she has a concern about a child, and has written policies to support this. The childminder conducts risk assessments in the home, in the garden and when on outings. She holds a relevant first-aid certificate and follows the correct procedures for administering medication. The childminder maintains all the necessary documents required to promote children's care and well-being. She keeps accurate records of children's attendance, and ensures she documents information about accidents or incidents that may occur in her care. This demonstrates her commitment to children's safety and welfare at all times. Parents have a clear understanding about the childminder's practice, because they receive information about her policies and procedures when their children first begin.

The childminder uses a written self-evaluation to reflect on her practice. She effectively identifies areas for development and is committed to implementing ongoing improvements. For example, she has extended children's learning further in the garden area by introducing a mud kitchen and stepping-stones. The childminder has effectively addressed the recommendations from her last inspection. For example, procedures are now in place to share information with other providers and parents, which ensures continuity of care and learning for children. In addition, the childminder has improved systems of planning and assessment. This ensures she is able to consistently meet children's individual needs. The childminder has good relationships with parents, which effectively support children's learning, development and care needs. Written feedback reflects parents' happiness with the childminder's care and practice. They describe her to have 'Highly professional child caring standards'.

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	EY408805
Local authority	Wiltshire
Inspection number	845021
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	23/09/2010
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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