

Inspection date	12/12/2014
Previous inspection date	19/05/2011

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

- Effective assessments systems enable the childminder to track and evaluate each child's learning and development.
- The childminder develops warm relationships with children and this ensures they are secure and confident in her company.
- The childminder responds to verbal and written feedback from parents indicating her commitment to improvement.
- The childminder establishes effective links and communication with other providers children attend, to support children's continuity of care and learning.

It is not yet outstanding because

- The childminder does not successfully encourage involvement and contributions from all parents, to enhance their children's learning and progress.
- The childminder does not offer children more experiences and activities to raise their awareness of ethnicity, culture, religion, gender and disability in their play, in order to enhance their understanding of differences and similarities between people.

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 the children at play.
- The inspector discussed the provision with the childminder at appropriate times during the inspection.
- The inspector sampled paperwork such as risk assessments, policies and procedures and suitability documents.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed written referrals from parents from a suggestion/comments book.

Inspector

Shirelle Norris

Full report

Information about the setting

The childminder registered in 2010. She lives with her three children in the Trowbridge area of Wiltshire. The whole of the property is available for childminding and there is an enclosed garden for outside play. This provision is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. The family has pet dogs, guinea pigs and chickens. The childminder currently cares for three children in the early years age range, who attend on a part-time basis. The childminder also cares for children over eight years of age. The childminder walks to local schools to take and collect children. She attends local children's groups and takes children to the park and library.

What the setting needs to do to improve further

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

- encourage involvement and contributions from all parents in their children's learning and progress
- extend the range of activities and experiences to promote children's awareness of ethnicity, culture, religion, gender and disability in their play and learning.

Inspection judgements

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

The quality of teaching, planning and learning opportunities is good. Using records of observations and some information from parents, children's starting points are soon established. This information enables the childminder to produce clear summaries, including informative developmental progress checks for children who are two-years-old. These enable her to track children's progress over time through all areas of learning. Parents praise the progress their children make with the childminder and that their children enjoy their time here. However, the childminder does not fully encourage parental involvement in assessing their children's progress. For instance, by asking parents about what they observe at home with regards to their children's development, or seeking their views about the next steps for their children's learning.

The activities planned promote the different areas of learning well. The childminder talks to children as they play and promotes their exploration and play ideas. For example, babies learned about cause and effect as they pressed buttons on interactive toys. This encouraged their understanding of how things work as they gained an early understanding about technology. The childminder sets out selected resources that will challenge children's individual learning. She organises the environment well to accommodate specific

learning opportunities that stimulate interest and motivate children to learn. The childminder identifies how children learn best and ensures there are chances to explore and stimulate their senses. For example, babies have the space to move around and make decisions about what they will play with. They pull themselves up on furniture and this helps to develop their physical skills. The childminder continually praises their efforts, which boosts their self-esteem and encourages them to take on new challenges to reach their full potential.

The childminder recognises the importance of early language development and she teaches with confidence, repeating language sounds with expression and encouragement. Babies tried to copy her and she praised their attempts. This helps their early language skills develop well as they gain a sense of pride in their efforts. When children tried to balance stacking blocks, the childminder instinctively counted the pots with rhythm and intonation. This teaching captured the interest of the very youngest of children to begin to understand mathematics and early rhythmic patterns. Children have plenty of opportunities to develop physically. Everyday walks and visits to local groups ensure they are learning how to behave in different social situations. This in turn helps to provide firm foundations for future learning. Overall, children enjoy good opportunities based on their ages and stages of development. The childminder has established good partnerships with other providers children attend, as well as the local children's centre and primary school, to provide continuity of care and learning for children. This helps prepare to children for the next stage of their learning.

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

The childminder effectively helps children to settle in. She works closely with parents and finds out what they know about their children. This ensures she can provide activities that stimulate and motivate children to learn and help them become active learners. Children are confident and relaxed in the childminder's home because she builds warm and caring relationships with them. Regular outdoor activities give children the opportunity and space for energetic play. Children become familiar with the local area and benefit from fresh air when the childminder takes them out or when they play in the garden. The childminder uses good routines to settle young children when they need to sleep. She makes regular checks on them and uses a listening monitor to help her ensure their safety. These measures help to build children's emotional security and promote their early learning and development well because they feel secure.

The childminder's risk assessment and regular safety checks of her home enable her to keep children safe when in her care. Her first-aid training gives her the knowledge to deal with any minor accidents or injuries. Because children learn about and participate in regular fire drills, children begin to understand what to do in the event of an emergency. Children behave well because the childminder reminds them of the need to share resources. She keeps children happily engaged in activities which interest them, which also promotes children's good behaviour. The childminder encourages children to eat healthily and plans activities to help them understand the benefits of a healthy diet. She encourages children to manage their self-care needs when they are able, and mirrors

familiar routines from their home to ensure their continuity in care.

The childminder provides a stimulating, friendly and mainly well-resourced environment. All resources are stored at a low level to encourage children's independent access. However, although the childminder has some resources in her home to reflect positive images of diversity, these along with activities and other experiences are few. This limits children's understanding of diversity, such as other languages, cultures, disability and different family make-ups, so they learn about the differences and similarities they see in each other.

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

The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has updated her safeguarding training and has a good knowledge and understanding of child protection issues. She is alert to the signs and symptoms of child abuse. The childminder's safeguarding policies detail the procedures to follow and include relevant contact numbers for her to report her concerns. They also set out procedures that cover the safe use of social networking sites, storage of photographs and the safe use of mobile phones and cameras. The childminder takes effective measures to make sure her home is safe through daily risk assessments. The childminder meets welfare requirements successfully. Her documentation, policies and procedures promote children's well-being, meet requirements and are available for parents to see. This means parents are aware of her practices when caring for their children. The childminder and parents share information about children's routines and care needs through daily verbal discussions, although information sharing about children's learning needs is not as thorough.

The childminder has a good understanding of how to meet the learning and development requirements. Using observations, which link to a developmental framework, the childminder is able to track children's progress and identify their next steps. Overall, she provides a wide range of resources and activities to promote children's progress and learning. The childminder establishes and maintains links with the local children's centre and school. She has contact with other professionals to meet children's needs and provide a consistent approach to their learning and care.

The childminder has taken positive action to address the recommendations made at her previous inspection to improve assessment of children's learning, carry out regular emergency evacuations, and share her policies and procedures with parents. Although, she has added some resources to provide positive images of difference and diversity, this area still needs developing further. The childminder shows a positive attitude to enhancing opportunities for children through self-evaluation. She attends training to update her skills, for example, safeguarding and first aid. This helps her to promote children's well-being and safeguard them well. She is responsive to feedback from parents, demonstrating her capacity for continuous improvement. Overall, partnerships with parents are strong and

they speak highly of the care their children receive.

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	EY418651
Local authority	Wiltshire
Inspection number	816499
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	19/05/2011
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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