

Inspection date

Previous inspection date

06/11/2012

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 well cared for within the warm and welcoming environment that the childminder provides.
- The childminder develops good relationships with parents, which ensure children's day to day well-being is well supported.
- The childminder is well-organised and plans effectively for children's individual learning needs and next steps in development.
- Children are provided with a stimulating range of resources which support all areas of learning and meet their developmental needs well.
- Children's personal skills are strongly promoted, enabling them to develop good skills for future life.

It is not yet outstanding because

- Although the childminder promotes language development effectively, she does not consistently extend children's understanding and thinking skills through the use of her questioning skills.
- Parents contributions in daily dairies which inform about children's home achievements have not been fully embraced.
- The childminder does not always make the most of opportunities which promote children's understanding of mathematical language and concepts during their play

activities.

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 and care routines in the indoor areas.
The inspector looked at children's assessment records, planning documentation, a sample of policies and procedures, including safeguarding records, and the childminder's self evaluation document.
- The inspector and childminder discussed practice knowledge and her approach to managing the provision at appropriate times during the inspection.
- The inspector received evidence on views of parents in letters left for her attention.
- The inspector toured the premises and inspected the resources and toys for their suitability.

Inspector

Sue Bennett

Full Report

Information about the setting

The childminder registered in 2011. She lives with her partner and two school aged children in the Abbeydale area of Gloucester, close to shops, parks and schools. The whole of the childminder's home is used for childminding. There is an enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently three early years' children attending the setting. The childminder provides care on each weekday all year round, including before and after-school care, from 7.30am to 6pm. She is working towards a Level 3 Diploma in Childcare. The childminder is happy to collect children from the local schools.

What the setting needs to do to improve further

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

- develop children's mathematical understanding further within their play by providing more sorting and counting opportunities and demonstrating the use of mathematical language, such as 'lots' and 'few'
- enhance questioning skills further by using words such as 'what, where, how' to offer greater challenge to children's thinking and understanding of language
- extend further systems to enable parents and carers to regularly contribute to their child's learning and development record and to share achievements from home.

Inspection judgements

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

The childminder provides a strong, nurturing environment, which supports children's individual learning and developmental needs effectively. She has a good knowledge of the Early Years' Foundation framework and plans activities which promote children's next

stage in learning well, using observational 'wow moment' knowledge. The childminder takes time to assess a child's stage of development when they join the setting and progresses their learning supportively. Consequently, children make good progress in relation to their starting points. For example, children's language skills develop well through the childminder's repetition of words such as 'apple' and 'book', encouraging correct pronunciation that children imitate and use in their play. However, whilst the childminder supports language development well, she does not always fully extend children's thinking through her questioning. Children enjoy stories. They listen well with sustained concentration and enthusiastically point to pictures. Children's mathematical logic is developing well through using bricks to build towers, inset puzzles and organisational routines. The childminder does not consistently make the most of opportunities that support number and comparative language understanding, such as talking about quantity and demonstrating counting numbers in play.

Children enjoy opportunities for physical development. The outdoor garden area is spacious and offers a range of stimulating resources. During the inspection, the inclement weather prevented outdoor play, but children enjoy looking at the area through glass doors, pointing to toys that they play with. The childminder makes effective use of children's interest through discussion about things that they enjoy doing outside which help children to reflect on prior experiences. Children enjoy making choices in their play and do so from a stimulating range of toys and resources. They have good opportunities for creativity, such as painting and using glitter and glue to make firework pictures. Dancing to music effectively helps develop children's co-ordination skills and their sense of rhythm. The childminder uses words such as 'wiggle' to describe children's movement as they repeat the action. Children enjoy investigation when using toys with buttons, knobs and flaps, which assists their technological understanding well.

The childminder fosters strong partnerships with parents, informing them about their child's day in the setting. She keeps detailed daily diaries, which record children's achievements and detail their next steps in learning. However, whilst the parents and childminder discuss children's progress, the childminder does not extend this further to encourage parents' comments in children's diaries and journals. Children benefit from sessions at the local children's centre, which successfully develops their social skills and preparation for future transitions. Assessment arrangements for the two to three year old check are effectively in place. The childminder has already begun to work verbally with parents and understands that she needs to complete a document showing children's achievements.

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

Children happily part from parents illustrating how relaxed and secure they feel in the childminder's care. When children begin at the setting, the childminder spends time with parents ensuring that she develops a good knowledge about the individual child, including their likes, dislikes, dietary and medical needs. Children form strong relationships with the childminder. They confidently approach her for cuddles and support with play activities, such as opening boxes and turning on toys. The childminder supports children's personal

development well, which helps to prepare them for future life. She models phrases, such as 'please' and 'thank you', which support children's development of positive social skills. Children are encouraged to be independent in their self-care. The childminder encourages them to put on shoes and fasten buttons. She intervenes supportively when children show signs of frustration, using celebratory phrases such as 'clever girl', which makes them feel valued and successful. Children enjoy tasks of responsibility, which helps them develop in confidence. For example, they tidy toys and personal belongings away and are proud of their accomplishments.

The childminder nurtures children's understanding of safety effectively well. She explains the importance of wearing harnesses to prevent them falling off chairs at meal times and reminds children to take care when moving around the furniture. Children repeat words such as 'bump' and laugh as they realise danger when they move too close to a chair. The childminder make good provision for children's health with fresh fruit for snacks and homemade soups for lunch. Children are developing good hygiene awareness. They wash hands before eating and enjoy trying to wipe their faces clean afterwards. Visits to the local park to feed the ducks ensure children enjoy being out in the fresh air.

The childminder helps children prepare well for their transitions. She makes appointments to meet with nurseries and playgroups to discuss the children's development. When a child's care is shared between settings, regular discussion meetings take place on the children's progress within the settings, ensuring that their needs are well met and there is consistency of care. The childminder has also developed good links with the local school.

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

The childminder has a thorough understanding of her safeguarding responsibilities ensuring she strongly promotes children's welfare within the setting. She has recently attended safeguarding training, plus food hygiene and first aid training. Good policies and procedures support children's well-being. Parents receive copies of all policies and procedures by email and these are available for perusal in the setting. The childminder keeps detailed records for medication and any accidents that occur whilst children attend the setting. She always informs parents about such incidences. The childminder seeks permission from parents prior to taking children on outings, such as swimming and visits to local community venues. The childminder is proactive in developing her professional knowledge and is presently undertaking a level three qualification. Consequently, she has a good knowledge of the learning and development needs of early years' children. The childminder has a good understanding of the regulatory assessment checks that she is required to undertake and clearly explains the procedures that she plans to implement.

The childminder is strongly committed to improving her childminding provision. She has recently completed a self-evaluation of the setting, which assists her in identifying areas for development. The views of parents contribute towards the evaluation through discussion with the childminder. One aspect of the childminder's future development is to circulate a questionnaire to parents, which will enable them to give a greater depth of

feedback. The childminder receives good levels of support from the local authority, which has helped her to develop her practice, such as improvements to planning and policy documentation. The childminder regularly attends childminding meetings, which enable the sharing of information and sharing of practise development. These all contribute towards the enhancement of children's learning experiences and well-being. The childminder demonstrates that she has effective strategies in place to support any concerns that she may have about children's learning and development. This includes involving parents. In letters left for the inspector's attention, parents are overwhelmingly positive about their satisfaction with the good quality care that the childminder provides. They stress that their children are happy and have made positive progress during their time at the setting.

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	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	EY428801
Local authority	Gloucestershire
Inspection number	768709
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	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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