

Inspection date

Previous inspection date

08/05/2014

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 enjoy a good range of experiences and activities which supports them to make good progress in all areas.
- The childminder shares a warm and caring relationship with the children, which supports their emotional well-being.
- Children's communication and language skills are good because the childminder engages them effectively in conversation.
- The vibrant, organised environment encourages children to explore, make choices and become independent.

It is not yet outstanding because

- The childminder evaluates all aspects of her provision; however the views of the parents are not always fully explored. There are fewer opportunities for children to express themselves through movement and dance.

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 a range of activities and the interaction between the children and the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including planning, children's development records and self-evaluation.
- The inspector took account of parents' views through comments written in children's folders.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband, and four older children. The family live in Westbury, Wiltshire. Childminding takes place mainly on the ground floor, this consists of a lounge, play room and kitchen diner. There is a bedroom available on the first floor to sleep a child. There is an enclosed garden to facilitate physical play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, of which four are in the early year's age range.

What the setting needs to do to improve further

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

- develop further self-evaluation systems to fully include the views of parents
- extend opportunities for children to express themselves through movement and dance.

Inspection judgements

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

The childminder provides a warm and welcoming environment where children enjoy a good range of well-planned and child initiated activities. This supports children well to make good progress in all areas of learning in relation to their starting points and capabilities. Children are happy in the care of the childminder and share warm and responsive relationships with her. Children enjoy playing with the play dough. They use different tools to roll the dough out and make shapes. They talk about the colours of the dough and the patterns they can make. This helps children to develop their creative skills and supports them to develop their social skills as they play well alongside one another, learning to share resources and take turns.

Children enjoy playing with the small world figures, farm and track set. They use their problem-solving skills well to slot the pieces of track together. They move the vehicles around the track, using their voices to make the noise of the engine of the vehicle as they play. Children use their voices and pretend the puppets are speaking to the childminder as they move them about. The childminder extends children's learning further through her interaction and discussion about the features on the puppet's face, and sings a song with the children as they choose different animal puppets. This effectively supports children's communication and language skills and extends their learning about the world. The childminder promotes children's learning in mathematics well. She uses daily routines and

activities for colour matching and sorting which allows children to consolidate their knowledge of colour and numbers. Children build towers with bricks; they complete puzzles and explore their creative skills as they enjoy painting and sticking. They happily hum a tune and sing to themselves as they play. However, children generally have fewer opportunities to develop their creative skills through movement and dance.

The childminder observes the children as they play and uses these observations effectively to assess children's stage of development and plan for their next steps in learning. Children's development records show they are making good progress and accurately detail their achievements. The childminder regularly summarises children's learning and completes the required progress check for children between the age of two and three years, which she shares with parents. The childminder has recently completed the 'Every child a talker' programme. As a result she has developed ideas and resources such as building dens, using different sensory materials and playing musical instruments which have had a positive impact on children's language and communication skills. This supports children to acquire the skills they need to move on to the next stage in their learning successfully.

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

The childminder supports children's emotional health and physical well-being effectively because she shares warm and secure relationships with them. The childminder interacts at a high level with the children, extending their learning, and praising them for their efforts and achievement. This effectively promotes their confidence and boosts their self-esteem. She acts as a good role model to the children through her kind and gentle approach. Consequently, children behave well and follow her good example by being kind and respectful to the childminder and to one another. The childminder knows the children well and is quick to recognise when they are becoming tired as she picks them up for a cuddle before she takes them to bed for a sleep, which they enjoy.

The childminder teaches the children about the importance of living a healthy lifestyle. Children have daily outdoor opportunities for fresh air and to develop their physical skills. They use the equipment in the garden, practise their balancing and climbing skills in the park and visit local attractions. The childminder teaches the children about the importance of hand washing, as she supports them in this activity before they have their snack. She uses pictures to illustrate the foods available to choose for snack time which effectively supports children's free choice, especially those children whose communication skills are less-developed. Children are very well supported in the managing of important milestones, such as potty training. The childminder supports children's growing independence well. The playroom is well organised with open shelving and low-level furniture to allow independent choices in play. All resources are of good quality, offering a mix of natural and man-made materials.

The childminder teaches children how to keep themselves safe. They practise the fire drill regularly, to ensure that they know how to evacuate the premises quickly and safely in an emergency. The childminder talks to the children about crossing the road in a safe way

and they take supported risks on the large equipment at the park. This raises children's good awareness of how to stay safe.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She is knowledgeable about safeguarding children, which includes recognising any signs or symptoms that may be a cause for concern. She has written a safeguarding policy and has thorough procedures in place to report any child protection concerns if necessary. The childminder carries out risk assessments of her home, garden and for any outings she takes with the children, taking appropriate steps to minimise any identified risks. This includes carrying out daily checks and remaining vigilant at all times. The childminder evaluates her practice effectively, accurately identifying her strengths and areas for development. Although the childminder regularly shares information with parents and asks for their thoughts and opinions this is only for some aspects of her provision.

The childminder has a good understanding of the learning and development requirements. She uses children's interests to plan a varied range of activities and experiences that they enjoy and which support them effectively to make good progress. The childminder monitors the educational programme to ensure that all areas are covered and that any identified gaps in children's learning are quickly addressed. The childminder has developed a clear assessment system, which provides an accurate overview of children's progress. She provides written summaries and plans for children's next steps in development. This includes consultation with parents which helps them to feel involved in their children's learning. Parents are provided with daily feedback both verbal and written about what their child has been doing with the childminder. Parents are very happy with the childminder's provision, and comment that they are very pleased with how their children have settled and the good progress they have made in the childminder's care. She has established secure links with other early years settings the children attend to promote consistency. The childminder is committed to continually developing her knowledge and skills through training which demonstrates a good capacity to maintain continuous improvement.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY429610
Local authority	Wiltshire
Inspection number	781467
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
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, 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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