

Inspection date	21 April 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder stimulates children's learning effectively and meets children's individual physical needs to an exceptionally high standard so that they are extremely happy, settled and feel secure.
- The childminder has careful assessment and planning methods that result from her deep reflection and her knowledge about each child. She responds to children's interests immediately and provides timely help to extend each child's learning.
- The childminder builds very strong relationships with parents and with staff at other settings that children attend. She regularly exchanges information so that she understands children's individual needs well.
- The childminder maintains a highly stimulating environment with plentiful, exciting child-accessible resources that she uses very well to promote learning and challenge for children, both indoors and outdoors, so that every child makes good progress.
- The childminder's sustained drive for improvement results from her willingness to act on advice and her strong analysis of professional development needs for herself and her assistants. These checks have a good impact on improving practice throughout the setting.

It is not yet outstanding because:

- Sometimes, the childminder does not give younger children time to answer questions, so they can consider and think about their responses, and work things out themselves.
- The childminder does not seize all chances to promote children's personal independence, such as by expecting them to help prepare and serve food.

What the setting needs to do to improve further

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

- extend younger children's learning through enhancing teaching techniques, including by giving these children more time to think and answer
- enhance children's independent skills by having very high expectations of them and encouraging them to take on appropriate responsibilities and simple tasks such as helping with food preparation.

Inspection activities

- The inspector viewed the areas where childminding takes place, including the toys, equipment and resources children use, and observed the childminder engage in a range of indoor and outdoor learning activities with children.
- The inspector had discussions with the childminder that included staffing, working in partnership, and assessment and planning methods, and undertook a joint observation with the childminder.
- The inspector spoke to an assistant and took account of information in letters from parents.
- The inspector sampled a range of documentation, including the childminder's self-evaluation, children's records, training records, safeguarding policies and procedures.

Inspector
Angela Cole

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder uses her strong knowledge of how children learn to provide a good range of learning opportunities. Younger children acquire key skills to support their development; for example, language and communication development is supported through the use of continuous conversation. Children initiate many activities themselves that are skilfully supported by the childminder. Children's interest in dough leads them to explore different shapes and recall insects and creatures they have seen. Children benefit from prolonged periods of uninterrupted time to play and experiment, which ensures that they remain engaged and focused on activities. Older children develop essential skills for their future learning, asking questions and solving problems so that they are very well prepared for starting school. The childminder works closely with parents to support each child's learning needs through a shared approach. Planning and assessment arrangements are precise, sharply focused on every child's needs and shared frequently with assistants and parents.

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

Children quickly develop very strong attachments to the childminder. She devotes her full attention to their care and emotional well-being. She expertly guides children's behaviour so they learn to share toys and understand why this is important. Children remind others of the rules, to remove their shoes indoors, for example. There are plentiful, high-quality and well-chosen resources that support a wide range of interesting activities. Resources are accessible, so children have excellent scope to initiate play. These are skilfully balanced with new and familiar adult-led activities. Children learn about the importance of hygiene during everyday care practices; older children sing about washing their hands before eating nutritious foods. Children's health and safety are extremely well promoted. The childminder takes robust steps to minimise risks in her home and on outings. Children are keen to help assess play materials, including checking that sand is clean.

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

The childminder understands her responsibilities well and meets the learning and development requirements. She checks children's progress at regular intervals to meet their needs effectively and concentrates on closing gaps in their achievement. The childminder understands well how to safeguard children, including arrangements to help ensure staff suitability. The childminder works strongly in partnership with other providers and with parents, who say that their children 'seem to be part of her family'. The childminder capably reflects upon the quality of her provision. She is working towards a childcare qualification at level 3, which indicates a positive approach to her professional development. The childminder uses children's responses and the views of staff and parents to make well-focused improvement plans.

Setting details

Unique reference number	EY443036
Local authority	Gloucestershire
Inspection number	887169
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	14
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2012. She lives in the Tuffley area of Gloucester. The childminder offers care all day, Monday to Friday. She works regularly with her two assistants. She receives funding for free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

