

Inspection date

Previous inspection date

13/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder develops warm and caring relationships with children who are happy to attend.
- Children freely explore the childminder's home and garden finding toys to play with.
- The childminder keeps her records organised and updates her policies and procedures promptly when contact details change.

It is not yet good because

- Educational programmes are not fully established to support the development of children's speech.
- The childminder has not yet built effective systems to exchange information about children's development with parents and other providers.
- The childminder has not developed an effective self-evaluation and improvement process.

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 visited the childminder in her home and observed her caring for children and supporting them in their play.
- The inspector read samples of records including attendance register, and policies and procedures.

Inspector

Karen Prager

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and two school-aged children in the Stratton area of Swindon, Wiltshire. The whole of the property is available for childminding, although children generally play downstairs. The family bathroom is situated upstairs and two bedrooms have been identified for children sleeping in a travel cot. There is an enclosed garden for outdoor play and there are shops and local amenities within walking distance. The family keep goldfish.

The childminder is able to take and collect children from the local primary school and pre-school. The childminder is registered on the both the compulsory and the voluntary parts

of the Childcare Register. She is currently caring for six children, four of whom are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Develop the programme for speaking by: using more statements and asking fewer questions; helping children to expand on what they say, introducing and re-enforcing the use of more complex sentences and providing a greater range of interesting and stimulating play opportunities to foster children's enjoyment in language.

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

- improve reflective practice and self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.
- develop partnerships with parents and other providers so that there is clear sharing of information which is used to inform plans for children's next steps.

Inspection judgements

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

The childminder has a reasonable knowledge and understanding of how to promote the learning and development of the children. Children experience a suitable range of activities and effective support from the childminder, which means they are developing well in most areas of learning. However, the childminder does not fully support children's developing speech through rich and varied activities. She asks many closed questions which require one word answers and does not encourage more complex language. The childminder has taken time to learn from some parents about what their child can do to establish their starting point of development and talks to some parents regularly to gain information about what the child does at home. For example, parents share the differences between the children she cares for, and explain that one likes to sit and watch, whilst the other is a keen explorer. However, partnerships with some parents are not fully developed as this is not consistent with all families. The childminder is building a record of her observations and assessments of children but she has not yet shared this. She plans some activities for children to suit their different interests and stages of development. The childminder blows bubbles in the garden and they all watch them rise up and blow in the wind, and feel them pop on their face. She supports older children to operate the bubble machine, which assists their developing their skills in the use of technology. The childminder sits with

children individually to stick pictures linked to the current theme of nursery rhymes.

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

Children generally feel secure. They settle easily into the childminder's care because she has set up effective systems to support children with their transition between their home and hers. They explore their welcoming environment with confidence. The childminder has made her home safe and she gently guides very young children to understand where it is best to play, and she reminds older children to be careful when they use the slide. When children feel uncertain they know to seek her for comfort. She offers cuddles and support to share her attention and the toys. Younger children show interest in what other children are doing and older children make friends with other childminders and the children they care for. Children willingly join in activities which the childminder suggests, for example, colouring pictures or completing puzzles.

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

The childminder is settling well into her role as a childminder. She is meeting the statutory requirements of the Early Years Foundation Stage and has developed a helpful welcome pack for parents. She has a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements and of how to promote children's safety and welfare. The childminder has some understanding of the different areas of learning and development and what to look for to ensure children are continuing to develop. She can give a broad picture of the stages children have reached in their development and has recorded some of this to use as a reference and to share with parents. However, she has recognised that this is an area of knowledge which she needs to develop if she is to fully support children's development. She demonstrates that she is willing to improve her knowledge and practice and is part way through completing a childcare qualification. She also seeks support from more experienced childminders. She has given thought to the areas of her practice that she needs to build on, though plans for this improvement are not yet clear. The childminder works effectively with parents overall, though she is not yet fully sharing information about children's learning and development. She is aware of the benefit of sharing information with others who support children's development and these partnerships are newly established.

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	EY443107
Local authority	Swindon

Inspection number	786567
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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

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.

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.ofsted.gov.uk

© Crown copyright 2012

