

Inspection date

Previous inspection date

08/01/2013

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 2

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 knows children well. She is attentive to their individual needs and follows their daily routines, which helps children feel settled and secure.
- Children safety is giving high priority. The childminder has effectively assessed and minimised risks to children in all areas of her premises. This means children are able to move around freely and safely in their play.
- The childminder provides children with clear, consistent boundaries to help children develop an understanding of acceptable behaviour.

It is not yet good because

- Though the childminder interacts regularly with children, she does not maximise opportunities to model language and introduce new words to extend children's vocabulary.
- Daily routines are not always followed through effectively, to help develop children's understanding of good personal hygiene, such as through regular hand washing.
- Strategies to support and engage parents in their children's learning and development at home have not yet been fully developed.

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 interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at documents relating to Early Years Foundation Stage provided by the childminder including children's learning journals.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner in Durrington, Wiltshire. The whole of the home is registered for use but childminding is mainly carried out on the ground floor. Children have access to the front enclosed garden for outdoor play, but the rear and side garden are not currently safe for children's use. The family has a pet cat. The childminder is registered to on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder has a National Vocational

Qualification at level 3 in Children's Care, Learning and Development.

What the setting needs to do to improve further

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

- develop opportunities that allow children to experience a rich language environment, for example by a) using commentary and activities to highlight specific words, b) introducing new words in the context of play and activities

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

- help children develop more awareness of healthy practices, by following good routines with particular regard to hand washing
- develop systems to enable parents to contribute to their child's learning and development

Inspection judgements

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

The childminder has a sound understanding of the Early Years Foundation Stage Framework learning and development requirements. She provides a varied range of activities and experiences that generally capture children's interests and keeps them occupied. As a result, children are making satisfactory progress in their learning and development. The childminder has implemented suitable systems of observation and assessment collated in children's individual 'learning journals', to help her monitor children's progress. She has yet to implement the progress check at age two but is generally able to identify what children in her care are able to do. However, in practice the childminder does not always make the most of the activities to extend children's learning. Although she gets involved in children's play and offers appropriate support, she does not regularly model language and introduce new words to help build children's vocabulary.

Children are learning appropriate skills for the future. They show developing independence as they select toys from the low storage units and feed themselves at snack time. Children are learning how to work things out for themselves and how to operate simple mechanisms. They show control as they press buttons to create sounds on the musical learning book and lift flaps on the shape sorter. Children are fascinated repeating their actions again and again. The childminder takes an interest in children's play, and the

children enjoy looking at the picture book with the childminder, feeling the different textures and making the sounds of animals. Children have regular opportunities to use mark-making tools to help develop their emergent writing skills. The childminder makes sure all children are able to access mark-making tools, for example, younger children are provided with pencils and paper on their highchair tray. Children use their imagination through role-play, for example, making their own shop and models from cardboard boxes. They have use of a variety of materials and mediums, such as paint, water and sand, which helps to develop their creativity. Older children also take part in baking activities where they learn about weighing and measuring ingredients.

The childminder liaises closely with parents to support children's transition from home to her setting. She organises settling-in sessions where she talks with parents about children's likes and dislikes to help her in caring for children's needs. Parents are kept suitably informed about their child's care and well-being through the daily informal discussions at handover. The effective use of a diary provides parents with details of the food eaten, sleep times, and activities children have been involved in. Parents are able to view their children's learning journals, however, the childminder has not yet developed systems to encourage parents to get actively involved in their children's learning and development.

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

Children develop trusting relationships with the childminder, as a result, they are happy, settled and secure. The childminder has a good understanding of children's individual needs and follows their daily routines so they feel comfortable. She recognises when younger children become tired and settles them down for a sleep so they feel content. The childminder organises her home effectively to support the needs of young children. The welcoming environment provides an appropriate range of toys and play equipment, which are generally positioned at child-height. This allows children to make some independent choices about their play activities.

The childminder gives priority to the safety of children. She completes regular risk assessments of the areas used by children to help minimise hazards, such as completing a thorough check when putting up Christmas decorations. This means that children are able to move around the play space freely and in safety. Younger children are supervised closely as they explore their environment and the childminder uses appropriate safety equipment, such as reins in highchairs to keep children safe. Children learn about keeping themselves safe when out and about as the childminder talks to them about road safety and not talking to strangers. The childminder has a good understanding of behaviour management strategies. She takes into account children's ages and stage of development and makes effective use of distraction with toys with the younger children. The childminder provides clear boundaries so children learn right from wrong and supports children in learning to share and think of others. She works in partnership with parents over any behaviour issues to make sure that children receive consistent messages.

The childminder adequately promotes healthy lifestyles for children. She liaises with

parents over their preferences on food provision and some parents provide children's food. The childminder finds out if children have any special dietary needs and offers children nutritious snacks and meals, such as fresh fruit and tuna pasta bake. However, routines to help children develop a clear understanding of their health and self-care are not consistently followed. For example, the childminder does not always wash children's hands before they have their snack to help them learn good hygiene routines. Children benefit from regular fresh air and exercise through access to outdoor play activities. The childminder makes use of her front garden for some activities but also takes children on trips to local parks. This enables children to use larger play equipment and develop their climbing and balancing skills, promoting their physical development.

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

The childminder has a clear understanding of the safeguarding and welfare requirements. She has developed policies and procedures to support her childminding provision, which she discusses with parents. All required records and documentation are appropriately maintained to support children's health and welfare. The childminder is clear of her role and responsibilities in safeguarding children and is aware of the procedures to follow to if she has a concern about a child in her care.

The childminder has a positive attitude to the ongoing development of her provision. She has begun to reflect on ways to improve her provision recognising she needs to develop her resources to extend children's play experiences. The childminder is keen to attend further training to help her develop her childminding role and links with other childminders to gain new ideas. The childminder organises a suitable range of play activities for the children. She is aware that making better use of her observations of what children can do, will help her to plan future learning opportunities.

The childminder has positive relationships with parents. She explains to them about her responsibilities under the Early Years Foundation Stage and formulates a contract with parents so they are clear of the business arrangements. This keeps parents suitably informed about the childminder's practices. The childminder links with other early years settings providing care and support to children. She talks with the children's key person at the settings at handover, which helps to provide consistency for children's care and learning.

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
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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	EY446404
Local authority	Wiltshire
Inspection number	802340

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
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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