

## Inspection date

Previous inspection date

05/02/2013

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 their time with the childminder as she provides them with a good range of experiences and activities that meet their individual needs.
- Children feel safe and secure because the childminder knows them well and is caring and sensitive in her approach.
- Children's safety and welfare is effectively promoted.
- Children are well prepared for the next stage in their learning because their independence is well supported.

### It is not yet outstanding because

- Strategies to support and engage parents in their child's learning and development at home have not yet been fully developed.
- The childminder does not have fully established routines to support children's understanding of personal hygiene.

## 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 activities and interaction in the lounge, playroom and kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed samples the childminders documentation including children's records and learning journals.
- The inspector took account of parent's views through completed questionnaires.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her partner and two young children in Bradford-on-Avon, Wiltshire. Childminding takes place predominately on the ground floor, which includes the lounge, kitchen and playroom/conservatory. Bathroom and sleep facilities are on the first floor and the enclosed garden is available for outdoor play. The childminder is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. There are currently two children on roll, both are in the early years age range. The family has a pet cat.

### What the setting needs to do to improve further

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

- develop the systems used to engage and support parents in their children's learning and development at home
- develop effective daily routines to encourage children's understanding of good personal hygiene.

### Inspection judgements

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

Children are making good progress in their learning and development. This is because the childminder provides a good range of adult-led activities and gives children the opportunity to initiate their own play experiences. Although the childminder has only just begun to look after the children she knows them well and effectively plans activities that she knows will excite and interest them.

Children actively engage in purposeful learning experiences as the childminder joins in with their play. She promotes the use of language well through appropriate interactions, for example, she tells young children what she is doing as she straps them into their highchair and prepares their snack. The childminder gives children time to explore play materials, for example, showing them how to use the cotton reels with paint to make marks on the paper and then encouraging them 'to have a go' for themselves. At the time of the inspection children were exploring the topic of winter. During the snowy weather the childminder brought snow inside for the children to build mini snowmen on trays, and the tent and the tunnel were transformed into an igloo.

Children are inquisitive in their play and show a good level of interest in books. They enjoy sitting on the childminder's lap and help to turn the pages as she reads to them. The childminder successfully extends their learning through using a mirror when reading the story so that children can see their own facial features and look at the similarities to those of the faces in the book. They smile in response to the childminder's request and point to their nose, mouth and eyes as they listen intently.

The childminder provides children with a wide range of creative and sensory experiences. They enjoy exploring the texture of items in the treasure baskets. They rub cotton wool between their fingers and explore the sounds they can make with the different papers. The childminder makes good use of the local community by taking children to activity groups and rhyme time. This has a positive impact on children's learning and promotes their personal, social and emotional development well.

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

Children are very happy and settled with the childminder. They have formed strong bonds and display high levels of confidence and self-esteem. The childminder has a kind and gentle approach and interacts warmly with the children. In addition, she encourages parents to provide photographs of family members and comforters from home. All of this helps children to settle and feel safe in her care, which effectively supports their emotional and physical well-being.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating through providing nutritious home cooked meals and healthy snacks. Children have plenty of opportunity to be physical. They go for walks in the local area, to feed the ducks or use the equipment at the park. Children play in a clean well-maintained family home where, overall, the childminder follows good hygiene procedures. However, children are not encouraged to consistently wash their hands, before they eat, to support their understanding of good hygiene and how it keeps them healthy.

Children develop a purposeful awareness of how to keep safe as the childminder ensures they understand rules and boundaries. The childminder talks through what she does with the children, even when they are babies, so they are learning how to keep themselves safe from a young age.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She carries out thorough risk assessments of the premises, garden and for any outings she takes with the children. This enables her to identify any potential hazards and take action to ensure the children are safe to move around freely. The childminder has a good understanding about safeguarding issues and is confident in the procedures to follow in the event of any

concerns about a child in her care.

Although the childminder is new to her current role, she uses her previous experience as a nanny, and her knowledge of child development, to provide a varied and interesting educational programme for the children. The childminder makes regular observations of the children and uses these to monitor their progress across the areas of learning. She uses documents such as 'Development Matters in the Early Years Foundation Stage' to help her accurately assess where children are in their development and adapts her planning accordingly to support children where it is needed. This demonstrates a good level of understanding of the learning and development requirements.

Partnerships with parents are very positive. The childminder provides parents with information about the Early Years Foundation stage, their child's day and their child's learning journal. Parents share information with the childminder about their child's routines, and preferences when they first start to attend. However, they are not yet encouraged to share on-going observations of children's achievements at home. Parents have already given feedback to the childminder about her provision and they are complimentary about her and the service she provides.

The childminder constantly reflects on her practice. She recognises her strengths and has accurately identified areas that she would like to develop in order to ensure each child reaches their full potential.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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 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 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY447542       |
| <b>Local authority</b>             | Wiltshire      |
| <b>Inspection number</b>           | 809856         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 4              |
| <b>Number of children on roll</b>  | 2              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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