

## Inspection date

Previous inspection date

06/08/2014

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

- The childminder's home is welcoming, and enables children easy access to a wide range of toys and play experiences both indoors and out.
- The childminder supports children's language and communication skills well through her enthusiastic involvement and engagement in children's play.
- The childminder places a high priority on supporting children's safety and teaching children practices that help them to learn how to keep safe.
- Parents are well informed about children's well-being, their learning experiences and the progress they make due to good communication systems.

### It is not yet outstanding because

- Although the childminder has an in-depth understanding of children's care needs when they first start, she does not seek detailed information from parents about children's prior learning, skills and abilities to inform her planning from the outset.
- The childminder does not always use a broad range of resources to support activities, to further extend children's interest and understanding of the world.

## 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 in the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation and written comments from parents.

## Inspector

Samantha Powis

## Full report

### Information about the setting

The childminder registered in 2014 and lives with her partner and two young children in a house in Salisbury, Wiltshire, close to the city centre. Care is mainly provided on the ground floor of the childminder's home, which includes a lounge, dining room and kitchen. Sleeping and toilet facilities are provided on the first floor. There is an enclosed garden available for outside play. The family has a dog, to which the children have supervised access. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll, two of these are in the early years age group.

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

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

- gain more detailed information from parents about children's skills and abilities, and use this information to enhance planning of activities and experiences from when children first start
- maximise the use of a wider range of resources to support children's activities, to further increase their understanding of the world around them.

## Inspection judgements

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

Children are happy and explore the childminder's welcoming home with interest. They are eager to take part in the broad range of fun activities the childminder offers. The childminder gets involved as children play and uses discussion and open-ended questions to challenge and support children's learning. For example, as they played together with the role-play medical set the childminder introduced them to simple medical terminology, increasing children's range of vocabulary and giving them confidence to engage in discussions. Activities such as these support children's language and communication skills well. Children can make lot of choices in how they want to play. They can move between the indoor and outdoor play areas freely, taking toys and equipment between the areas to play with. This enables children to play in a way that suits them, which supports them in all areas of their learning. The childminder teaches children skills to encourage their independence and confidence and prepare them for the next stage of their learning. For example, children are encouraged to put their own shoes on before going outside to play, and praised highly when they fasten them by themselves. This makes children feel proud of their achievements, boosting their confidence. The childminder introduced a letter puzzle for children to use. This supports their literacy skills as she teaches them the

sounds that letters make by using the pictures. The childminder helped children to find letters in their own names and the names of their family members. She supported children to link the printed letters with the sound they make. They proudly held up letter shapes they were familiar with and sounded the letters out loud for other children to hear. The childminder provides opportunities for children to use numbers in their play. For example, the childminder encouraged children to count the stepping stones as they jumped along the path in the garden, teaching children about number order. Children made marks using chalks on the board and on the patio outside. They chose to take their shoes off to splash in the puddles, fascinated by the pattern of the footprints they left behind. The childminder quickly extended the activity by introducing other equipment such as balls, bikes and prams for the children to push through the water, to encourage them to experiment further and extend their understanding. Children benefit from easy access to a wide range of books, many of which are stored in accessible baskets, allowing them to select them for themselves. However, the childminder does not always consider the use of a broader range of resources to support activities and extend children's knowledge. For example, the childminder supports children's interests in butterflies by providing creative activities where children make their own butterflies and taking children on butterfly hunts in local parks. However, the childminder does not provide reference books or materials to extend their knowledge and understanding further.

The childminder demonstrates a good awareness of children's individual learning needs. She observes children as they play and uses this information to identify their interests and next steps in learning. This informs the planning of activities to support children's continued progress. The childminder uses appropriate guidance documents to monitor the progress children are making so that she can identify and address any gaps in their learning. She keeps some written notes in children's learning journals about the activities children are involved in and the progress they are making. She completes summary assessments and is fully aware of the need to complete the required progress check for two-year-old children. The childminder shares information about children's learning with parents through discussions, written records, photographs and texted messages sent during the day. This keeps them fully informed and involved. The childminder gains detailed information from parents about children's care needs and routines when they first start. However, she does not gain similar levels of information about children's skills and abilities to inform her planning right from the start.

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

Children are happy and settle well in the welcoming family home environment. Children form strong bonds with the childminder and her family. They feel a real sense of belonging and pride as they see photographs of themselves on displays and identify their own artwork displayed on the wall. Children are learning strategies that help them play well together. The childminder teaches them to take turns, be kind and play nicely with each other. The children receive lots of praise and encouragement from the childminder to reinforce their positive actions, supporting them in behaving well. The childminder teaches children about simple boundaries which are in place to keep them safe. For example, the childminder reminded children where they could safely play on the bouncing toy so they

did not hurt themselves or others. This helps children to learn about personal safety and recognise how their own actions can affect the safety and enjoyment of others. The childminder has a good understanding of children's individual needs and preferences due to thorough settling-in arrangements. This means she is able to respect and support children so they feel settled and secure.

The childminder places a high priority on safety and supporting children's well-being. She keeps all areas of the home and garden secure, enabling children to move about freely in safety with appropriate levels of supervision. Children take part in practising the emergency evacuation procedures, so they become familiar with the routine they must follow should an incident occur. Positive practices followed by the childminder and children help to promote children's health. The childminder reminds children to wash their hands before eating and after using the toilet, and they each have their own individual towels to use to prevent germs from spreading. Children benefit from plenty of opportunities to play outdoors in the fresh air, and regularly visit local parks and play areas where they can engage in vigorous activities and play. Children benefit from having healthy snacks of fruit and crackers and always have access to drinking water so they do not become thirsty. The childminder has completed a specific-training course on how to support and encourage healthy eating in younger children. This has a positive impact on the choices she offers children to promote their long-term health.

The childminder's home is welcoming and provides space for children to move about freely and play both indoors and out. Children benefit from attending toddler groups, children's centres and activity areas with the childminder, to extend their experiences and further support their personal, social and emotional development.

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

The childminder has a secure understanding of the Early Years Foundation Stage requirements for both learning and development and welfare. Since registering, the childminder has continued to attend training courses to increase further her skills and knowledge. The childminder regularly meets with other local childminder's and childcare professionals to share ideas and knowledge. This helps her to reflect on her own practices and identify strengths and areas for further development, and make improvements for the children.

The childminder demonstrates a secure understanding of her role concerning child protection. She shares her written safeguarding policies with parents, so they are clear about her responsibilities. The childminder has recently attended child-protection training. This has heightened her awareness of possible signs and symptoms, and the procedures she must follow to promote children's safety. Good use of documentation helps to support children's ongoing welfare. For example, the childminder keeps an accurate register, a record of any visitors to the home and detailed information about any accidents or incidents that occur.

Parents state they are very happy with the service the childminder offers and that their children enjoy attending. They value the regular information sharing, which keeps them fully informed about children's experiences each day. Written consent from parents for certain aspects of the provision helps to ensure that the childminder respects and consider each families individual preferences and choices at all times. Parents receive detailed information about the childminder and the service she provides as the childminder gives them copies of all her policies and procedures. The childminder also provides information about the Early Years Foundation Stage, which helps parents to understand her role and responsibilities.

### **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 | 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY474441       |
| <b>Local authority</b>             | Wiltshire      |
| <b>Inspection number</b>           | 1001898        |
| <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>  | 6              |
| <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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