

Inspection date	08/04/2013
Previous inspection date	04/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 quickly learn to build secure and trusting relationships with the childminder and the other children.
- The childminder develops secure relationships with parents and carers and provides them with good quality information.
- The designated play room provides good opportunities for children to be independent and choose from the broad range of resources.

It is not yet outstanding because

- children do not have many opportunities to learn about diversity enabling them to respect and value differences
- children are not always supported in using their imagination through role-play and using every day objects.

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 children during a variety of activities in the playroom, and kitchen/diner.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The childminder took account of the views of parents through parent questionnaires and discussions with some parents.
- The inspector looked at documentation including children's learning journeys, policies and procedures and complaints record.

Inspector

Lorraine Sparey

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her two school-aged children in a semi-detached home in Ludgershall, Wiltshire. The whole of the ground floor is used for childminding; there is an enclosed rear garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 19 children on roll; three of these are in the early years age range. The childminder takes children to local schools and pre-schools. The childminder is a member of the National Childminding Association. The family has two pet dogs, a cat, and guinea pigs.

What the setting needs to do to improve further

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

- provide a variety of familiar resources reflecting everyday life, such as magazines, real kitchen items, telephones or washing materials to support children's imagination
- provide positive images of all children including those with diverse physical characteristics, including disabilities to increase children's understanding of the world.

Inspection judgements

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

Children are relaxed and settled in the childminders welcoming environment. There are secure systems in place to gather good quality information about children's welfare and their achievements at home. Consequently, the childminder demonstrates good knowledge and understanding of children's individual needs, learning styles and abilities. She completes observations and assessments and uses photographs to support her in identifying where children are in their development and the next steps in their learning. Consequently, children make good progress given their starting points. They participate in a wide range of activities and play opportunities in the home and the local community. During school holidays children go further afield to enhance their learning. For example, they visit museums and wildlife parks. Parents are encouraged to be involved in their child's learning. Parents have through informal discussions with the childminder and complete 'Wow' moments recording their child's achievements at home. This enables the childminder and parents to provide consistent support for children's progress. The

childminder has procedures in place to enable her to complete the two year progress report.

Children benefit from good-quality interaction. The childminder sits on the floor with younger children encouraging them to build with bricks. She constantly talks to the children about what they are doing, role modelling good language. This encourages children's communication and language skills. The childminder provides different sized bags for children to fill with bricks. She incorporates counting to develop their early maths skills. Children explore musical instruments and listening to the different sounds. Babies and toddlers bang the instruments together smiling. The childminder supports the children in trying different instruments and using them in various ways such as shaking and exploring how when you turn some instruments upside down they create different sounds. Consequently, children are well prepared for the next stage in their learning or the move to school.

Children have some opportunities to use their imagination, through dressing up. However, there are fewer opportunities and resources for them to extend this type of play. Such as, by using familiar household objects to role play and pretend. The childminder recognises some children are unsure about getting their hands messy when playing with gloop and dough. She introduces sensory balls and different textures to build children's confidence to enable them to explore paint. Older children enjoy making fridge magnet's by colouring in foam shapes of different animals.

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

Children build secure relationships with the childminder and the other children. Parents comment that their children enjoy a strong bond with the childminder. Babies and toddlers are confident to seek reassurance from the childminder during their play and when learning new skills. For example, as they begin to pull themselves up to a standing position and become more mobile. Children learn how to keep themselves safe. They confidently tell adults the rules when going on outings. Children explain if they got lost during a recent trip what they needed to do. They say how they needed to 'Go to the reception and they will call the childminder over the tannoy'. Regular opportunities to practise the evacuation procedures enable children to become familiar with what to do in an emergency.

Children behave well. They know and understand the simple rules such as sitting at the table when eating and drinking and being kind to their friends. The childminder is a positive role model in the way she speaks to adults and the children. Consequently, they learn the boundaries and expectations. Children have some opportunities to learn to respect and value others through discussion and very basic resources such as a doll and some books. However, the childminder has not fully thought about how she can incorporate diversity into everyday play to enable children to learn to respect differences.

Children follow good hygiene practices. They are encouraged to play in the fresh air on a daily basis to increase their fitness levels and develop their physical skills. Younger

children walk with older children to school and visit parks and soft play areas, enabling them to learn new skills. Babies' and toddlers' needs are well met. The childminder follows good nappy changing procedures and their home routines to make sure they are comfortable and secure.

The childminder has a good range of resources covering most all areas of children's learning and development. A recently adapted playroom provides children with opportunities to freely choose from toys and equipment stored at their level. The childminder involves children in choosing how their environment is organised. As a result, children request a mural of Stonehenge on one wall and Ludgershall Castle on another. In addition they are encouraged to choose toys and equipment. Children can choose whether to play indoors or in the well resourced garden and playhouse.

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

The childminder demonstrates good knowledge and understanding of the safeguarding and welfare requirements. She has attended training and is confident to address any concerns with regard to a child's welfare. There are detailed policies and procedures in place such as child protection and behaviour management policies. Parents receive copies to enable them to understand the childminder's role and responsibility in keeping children safe. In addition the childminder has all the required records such as a complaints record, accident and medication and a daily register. This supports her in meeting the requirements. The childminder frequently reviews her written risk assessments to make sure the environment is safe and secure. The childminder has systems in place to assess the suitability of her assistants which included notifying Ofsted. This means that suitable adults care for children.

The childminder has effective systems to monitor and evaluate her provision. She has completed an evaluation form enabling her to look at all aspects of her provision and identify areas to develop. The childminder has been monitoring the learning and development requirements. As a result she has changed the way she records children's progress. This means she is able to provide good quality experiences for children to help them make good progress in their learning. The childminder meets with other childminders as she supports a childminding group in the local children's centre. There are opportunities to share good practice and keep up-to-date with relevant changes. Parents and children are encouraged to be involved in the decision-making through questionnaires and discussions. The childminder is committed to training to keep her skills updated. For example she has recently attended a workshop on completing the two year progress report which she found very beneficial.

The childminder builds good relationships with parents and carers. They are provided with good quality information including all the policies and procedures and about the service offered. Parents report that their children are more confident and creative following the childminders input. They value the 'huge variety of activities' and the fact that their children are 'treated equally'. Parents state that the childminder provides 'good and

constructive feedback that supports them with children's behaviour at home'. The childminder has clear systems to share information with other early years providers and professionals. This includes sharing the children's progress to enable a consistent approach to their 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 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

Unique reference number	161561
Local authority	Wiltshire
Inspection number	909173
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	19
Name of provider	
Date of previous inspection	04/11/2010
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, 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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