

Inspection date	17/04/2014
Previous inspection date	08/04/2013

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

- The childminder listens to children carefully and respects their ideas, which helps them to feel respected and valued.
- The childminder supports children's good behaviour very well through the positive approach and consistent boundaries that she maintains.
- The childminder organises a great range of outings for children, which provide them with interesting learning experiences.
- The childminder actively shares information with parents on their child's abilities as they start with her. This promotes a continuous approach to children's learning.

It is not yet outstanding because

- The childminder has not fully established systems of sharing information on children's development with other settings that they attend.
- The childminder does not make full use of everyday routines to promote children's learning and self-care skills.

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's play indoors and outdoors.
- The inspector had discussions with the childminder and children.
- The inspector sampled documentation, such as operational policies and procedures and daily registers.
- The inspector viewed photographs of children's play activities.

Inspector

Mary Daniel

Full report

Information about the setting

The childminder registered in 2001. She lives with her two school-aged children in a semi-detached home in Ludgershall, Wiltshire. Children have use of a dedicated playroom, kitchen/diner and toilet facilities on the ground floor and a lounge area on the first floor. There is an enclosed rear garden for outdoor play. The family has one pet dog, a cat, and guinea pigs.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is in receipt of funding for children aged two, three and four-years. At times, the childminder works with an assistant. There are currently 19 children on roll; six of these are in the early years age range. The childminder takes children to local schools and pre-schools.

What the setting needs to do to improve further

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

- develop further the systems of sharing information with other providers children attend, to promote a fully continuous approach to their learning
- make more use of everyday routines, such as mealtimes, to encourage children's self-care skills and opportunities to start solving simple practical problems

Inspection judgements

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

The childminder is knowledgeable of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She has a good understanding of children's development and is able to support their learning through a variety of purposeful play activities. For example, she organises an Easter egg hunt around the home. Children have great fun searching for the hidden, colourful eggs and show excitement on finding them. The childminder recognises children are unsure of some positional language. She asks them where they find their Easter eggs to encourage their understanding of words, such as under, over or in-between. This effectively helps children develop their awareness of simple mathematical concepts. The childminder has recently reviewed her planning and assessment systems and is implementing a revised procedure, which encourages parental involvement. The childminder observes children's achievements and plans for their next steps of learning through her understanding of their stages of development. Overall, this helps children make good progress as the childminder provides activities, which effectively build on their existing abilities.

Children are keen to get involved in the activities that the childminder provides. For instance, they concentrate well in making an Easter card using different coloured egg shaped stickers. This helps children develop their creativity and their fine motor skills as they spend time peeling the sticky back surface off the stickers. The childminder extends this activity well by providing felt pens and stampers for children to use. Children start to recognise some of the shapes that they stamp onto their cards, such as a star shape. The childminder praises younger children as they make positive attempts to draw a circle shape. This gives children good opportunities to develop their early mark making skills. This also helps children in gaining the necessary interest to develop their future skills.

The childminder supports children's language skills very well. For example, she asks them if a feather feels prickly, soft or hard. She uses an interactive story book to encourage children to attempt different sounds and words. For instance, she makes a 'bbbbzzzzz' noise for the picture of some bees and children start to copy her sounds. They begin to point out familiar numbers in the book and describe a decorated cake picture as spiky. This actively promotes children's communication and language as they start to talk about things that interest them. The childminder shares a book with children that reflect the different ways in which people celebrate their particular beliefs of the world. Children like to play with a teddy bear that also has a wheelchair and crutches. This helps to promote children's early ideas of how others live in their world. The childminder takes children on a good variety of outings to support their interests and learning. For example, they go on a nature walk at a nearby country park or look for shells and pebbles on a visit to the beach. These activities effectively promote children's awareness of their natural world. The childminder also takes children to local toddler groups, where they mix happily with their peers and begin to develop their early friendships. In addition, they also support them well in gaining confidence away from their main care setting.

The childminder is aware of some activities children are involved in at other settings they attend. However, she has not established fully effective systems to consistently share information with these settings on children's ongoing learning and development. For example, so that they can work together on supporting children's next steps of learning and provide a continuous approach to their development. The childminder forms positive relationships with parents. She is flexible and supportive of their needs and wishes for their child's care and learning. The childminder has established clearly detailed systems of sharing information with parents on their child's developmental starting points. This effectively helps her in planning initial activities that will support children's learning from the start. The childminder actively encourages parents to contribute their observations of their child's development from home. This effectively promotes continuity for children's learning. The childminder has completed training for the progress check for two-year-old children. She understands the procedure of summarising their development with parents, although has not had to complete this progress check yet.

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

The childminder provides a friendly, welcoming approach and interacts very positively with children. For instance, she helps children feel important as she listens carefully to them and respects their ideas and wishes. As a result, children feel very much valued in her care and they respond happily to her. Children move around the home confidently and readily explore the play areas with interest. The childminder has created a dedicated playroom for children and organised toys and resources effectively to encourage their independent choices in play. For example, they find a special teddy bear to play with or a favourite book to look at with the childminder. They find everyday life resources in their outside Wendy house, such as saucepans and utensils. The childminder has created a 'communications box' of old or toy mobile telephones. This actively promotes children's participation in play and develops their imaginative ideas in their games. The childminder makes good use of her garden to support children's development. For instance, older children shriek with excitement as they jump on the trampoline. They crawl through, roll down or climb over the large soft play equipment. Younger children like to sit on a rocking horse toy or pedal a ride on car. This means the childminder provides positive, fun opportunities for children that help them develop their physical skills and control of their movements. The childminder teaches children the importance of fire drills through discussion and practises these regularly with them. Children follow established procedures for getting in and out of the mini bus. For instance, they know to stay in the enclosed front garden while the childminder takes them one by one to the bus and straps them securely into their seat. Children say they need to keep within the childminder's sight on outings. As a result, children develop a sound understanding of keeping themselves safe from harm.

The childminder takes children shopping where they use a simple pictorial shopping list. For example, they help her find the different items of fruit on their list to make their fruit salad. This actively encourages children in learning about nutritious foods that are good for them. In addition, children can generally access fruit to eat from the fruit bowl. Children enjoy their snack and meal times together. However, the childminder does not fully use these everyday routines to encourage their independence or problem solving skills. For example, in pouring their own drinks or counting out how many plates and cups are needed for all the children attending. Children behave very well. The childminder actively involves children in decision making, such as for any activities or outings they would like. She keeps consistent boundaries, which are clearly recognised and maintained. This helps children feel secure. The childminder has age appropriate expectations of children. She effectively encourages them in sharing their toys and respecting the needs of others. As a result, children learn to manage their feelings very well and play cooperatively with their friends. This actively helps them start to develop skills that will promote their smooth move to pre-school and school.

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

Overall, the childminder has a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. She is experienced in childcare and continues to update her knowledge through training courses.

For example, she is booked to attend a course on outdoor play and building dens. This helps to maintain her suitability for childminding and develop further learning opportunities for children. The childminder interacts positively with children, which effectively encourages their participation in activities. She supervises children well in their play. For instance, she makes sure she can clearly see and/or hear children playing inside her home or outside in the garden. Occasionally, the childminder has used a social networking site for personal use during her working hours and she acknowledges this was not appropriate practice. However, on the few short occasions that this has occurred, children have been asleep, at pre-school or her assistant has also been present. Therefore, any impact on the supervision of children or on their learning and development is negligible. The childminder has attended safeguarding training and has a clear understanding of possible child protection issues that may cause a concern. She is aware of relevant agencies to contact and has clear procedures in place to follow, should a concern arise. The childminder forms detailed safeguarding policies, which are shared with parents. This helps parents be aware of her responsibilities in promoting children's welfare. The childminder completes regular risk assessments of her home and for any outings. For instance, she assesses children's differing abilities when going on outings to see how best to manage each trip. This helps to promote children's safety and minimise accidents.

The childminder effectively evaluates her practice to identify areas to develop. For example, she reviews children's interest in the activities provided and how effectively these support their learning. She monitors their overall achievements in liaison with their parents. For instance, she updates children's 'All about me' profiles with parents each year. This effectively helps to provide a continuous approach to children's learning and development. In addition, she is able to track where children make their progress and how their interests may have changed. The childminder also seeks the views of parents and children, which helps her gain a wider perspective of her practice. For example, the childminder has taken on board parent's opinions about a recent change in the planning and assessment systems. As a result, she has promptly acted on this and is developing a system that parents prefer using. This actively supports parent's involvement in their children's learning. Consequently, the childminder implements effective systems of evaluation that overall support her aims for continual development.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	961699
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	08/04/2013
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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