

Inspection date	22/11/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 settle quickly showing they feel confident and secure with the childminder and her family.
- The childminder provides a good range of resources, which children freely chose from making decisions about their learning.
- The childminder builds positive relationships with parents and others who care for them and works with them to support children's ongoing development.
- The childminder has established an effective setting that she manages well in order to meet children's needs.

It is not yet outstanding because

- The childminder does not use a wide range of strategies to support young children's emerging speech.
- The outdoor learning environment is not as rich or as varied as the indoor learning environment.

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 the childminder interacting with the children.
- The inspector observed parts of the home used by children.
- The inspector talked to the childminder at appropriate points during the inspection.
- The inspector sampled documentation including children's records, risk assessment and training certificates.

Inspector

Karen Prager

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on role in the early years age group. The childminder lives in Devizes in Wiltshire with her husband and three children. The family have two rabbits and two guinea pigs as pets.

The whole of the house is available for the childminding. The main areas used include the sitting room, open-plan kitchen and dining area and upstairs toilet facilities. Upstairs bedrooms are available for sleeping. There is an enclosed rear garden with grass and patio areas for outside play. The childminder offers full and part-time care all year round usually between 8am and 6pm and before-and-after school care, during school term times and holiday care. The childminder drops off and collects children from a local primary school.

What the setting needs to do to improve further

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

- extend range of strategies such as hand signs and pictures, to support children's early communications

- extend the outdoor provision to give children a greater variety of outdoor experiences.

Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She speaks to parents before the children start attending to collect appropriate information about each child's likes and capabilities. As a result, children settle quickly into her home, because she can provide opportunities that are of interest to the children. The childminder observes the children while they play and uses the observations to identify children's next steps effectively. The childminder regularly gives verbal feedback to parents about children's achievements. This keeps parents well informed of their children's progress. She has regard for the information they give her about their child's learning and development at home. Children are gaining good skills to help with their readiness to school and prepare them for the next stage in their learning.

The childminder supports children's language well by speaking clearly with the children. She listens carefully to what they are saying showing that she values what they are

saying. She is not yet using a wide range of strategies such as hand signs and pictures, to fully support children's early language in progressing quickly. Children are enthusiastic about the activities planned. They eagerly look to see what colour the play dough is, and enjoy exploring the different between textures of modelling materials. They concentrate rolling dough and placing toppings on a pizza, and are then pleased to be able to watch it cook and to eat it for their lunch. During this activity children show that their handling skills are developing appropriately as they shape the different types of dough. They gain a greater understanding of where their food comes from and of the need to wait sometimes before they can eat it.

Children co-operate well with each other, developing role play situations. They consider the needs of others as they cuddle their friend when they are sad and use the stethoscope in the 'hospital' to find out if they are poorly. Children suggest singing songs and they sing songs with the childminder, listening carefully to the music and copying her actions. Children are learning about their world reasonably well. They learn about early information, communication and technology skills, as they play with electronic toys. They enjoy walking around the local area and on country paths, where they look at the changing leaves and learn about the natural world appropriately. The childminder provides good opportunities for the children to socialise with others in toddler groups, where they meet with others of a similar age.

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

The childminder obtains useful background information from parents when children start with her, so that she understands their welfare needs clearly and can maintain routines. Positive and caring relationships established with the children means children are emotionally secure, behave well and are confident to play happily. Children are friendly and show an interest in what is happening around them. She helps children become confident with different situations when they try new activities and visit toddler sessions. These help children to build their social confidence in preparation for when they attend other care settings, such as pre-schools or school.

The childminder builds children's understanding of safety well. She has assessed the risks in her home and on outings. As a result, she keeps the front door locked and she ensures that she closely supervises children in the garden and on outings. The home is well organised to stimulate children's learning in all areas of learning. The living room is a bright and welcoming space decorated with pictures. Toys are accessible to children around the room and they develop independence, choosing what they want to play with. The childminder has not fully developed range of resources outside in order to enhance children's development across all areas of learning.

The childminder promotes children's good health and well-being effectively. For example, she teaches children that they need to wash their hands thoroughly before they eat. The childminder supports children's growing independence by encouraging young children to find their own hand towel, and return it to the hook, Children enjoy daily fresh air and exercise when they visit local parks and explore the county paths. The childminder

recognises when children need to eat or are becoming tired, and she adjusts her routine so that she meets their needs. Consequently, the childminder shows that she is able to meet children's physical and emotional needs well.

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

The childminder has a good understanding of the care, learning and development requirements of the Early Years Foundation Stage, and fulfils her responsibility to meet these securely. She monitors children's progress well and keeps clear records of children's development. By doing this, she ensures she plans activities which interest and challenge children, enabling them to make good progress in their learning.

The childminder recognises her strengths and accurately identifies areas for improvement, such as outdoor play. She identifies areas that will bring about most benefit to children, such as the improvements she is making to her garden. She has attended several courses since she registered including child protection and food safety. She demonstrates a keen drive to continue to develop and plans to attend further training to deepen her knowledge of childcare. The training covered on the child protection course means the childminder fully understands her responsibility to safeguard children and knows what she must do should she have concerns. The childminder provides a safe environment for children and assesses any risks, and takes steps to minimise them, for example, she carefully supervises the children's use of the garden.

The childminder welcomes advice from other professionals, and she seeks feedback from parents. Partnerships with parents are positive. She rightly recognises the importance of keeping parents involved in the development of their children. The childminder shares information about children's learning and development with them both through verbal feedback and written records. This sharing of information supports consistency in children's care and learning. The childminder also understands the importance of working with other providers, schools and professionals to identify all children's needs and help them progress. The childminder works effectively with other settings that children attend, which facilitates continuity in their 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
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	EY460068
Local authority	Wiltshire
Inspection number	918964
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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, 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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Piccadilly Gate
Store St
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M1 2WD

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