

<b>Inspection date</b>	29/11/2013
Previous inspection date	21/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 provides a safe and caring environment for children. Relationships are strong and this supports children's well being and confidence effectively.
- The stimulating and enjoyable activities provided ensure children make good progress in their learning and development.
- There is a strong partnership with parents, who are confident their children are progressing well. This is because the childminder keeps them well informed by regularly sharing children's progress information with them.
- There is a strong partnership with other early years settings, and local primary school that children attend, which ensures children are ready and prepared well for the time when they move to the next stage of their education.

#### **It is not yet outstanding because**

- The childminder does not successfully encourage children to link sounds to letters to support their early reading 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 spoke to children and staff.
- The inspector viewed a sample of the childminder's documentation.
- The inspector held discussions with the childminder.
- The inspector viewed communications from parents and took account of their views.
- The inspector made a number of observations of activities.

## Inspector

Edgar Hastings

## Full report

### Information about the setting

The childminder registered in 2005. She lives with her husband, who is also a registered childminder and on occasions, works as her assistant. They have two children aged nine and 15 years of age. They live in Cinderford and the whole of the downstairs of the house is available for childminding, with an upstairs bedroom for sleep arrangements. The house is accessible via a steep single-track road. There is a secure garden available for outdoor play. The family have three pet cats, a tortoise and a lizard. There are currently 25 children on roll, of whom 14 are in the early years age group and attend for a variety of sessions. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The childminder is able to support children with special educational needs and or/disabilities. She employs two assistants on a part time basis, one of whom holds a National Vocational Qualification at level 3, and the other is working towards a qualification. Both the childminder and her husband hold National Vocational Qualifications at level 3.

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

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

- encourage children to link sounds to letters when naming the letters of the alphabet, in order to support the development of their early reading skills more effectively.

### Inspection judgements

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

Children make good progress in their learning and development because the childminder caters well for their individual needs and interests. Parents share information with her about their children and this enables her to plan appropriately to meet their needs. There is a good range of toys and resources accessible to children, enabling them to choose activities independently for themselves, and to share them at times with other children and adults. The childminder takes the children out to other playgroup activities, singing and signing sessions in the town, to the local library, and to other places of interest, which provide valuable experiences for them. The childminder uses these visits well to promote effective learning through the children's experiences. The childminder engages children well in conversation to sustain their interest and to develop their communication skills during the visits. For example, on the library visit, the childminder reinforces children's mathematical skills as they count the number of steps into the library, and the number of cars they see. Children identify the colours of parked cars, and trace numerals written on shop windows with their fingers. Regular visits to the library ensure children develop an interest in books, and they enjoy listening to stories read to them by an adult. They enjoy

playing with construction toys and talk imaginatively about what they make. Wall displays and children's folders show that they have a variety of opportunities to cut and stick, and to paint for a range of purposes. For example, the friendship picture shows that all children have contributed to make a picture of a hedgehog. Although children can recognise their own names, and they spell out the letters using the letter names, the childminder does not encourage them to use the sounds that the letters make to support their early reading skills.

The childminder has effective systems to observe and assess children whilst at play. Folders contain photographs and samples of their work. The information gathered enables the childminder to accurately assess each child's stage of development, and to identify the next steps in their learning. The childminder shares children's assessment records regularly with parents so that they know how well their children are progressing. Daily diaries provide an ongoing record of children's experiences, which the childminder also shares with parents.

Children learn about diversity through learning how to communicate with each other through using sign language. Children develop well and speak confidently about their activities. The childminder is enthusiastic in her approach to children and they enjoy their interactions with her and her assistant through play. Consequently, children make good progress because the childminder and her assistant make learning an enjoyable experience.

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

The childminder provides a warm and caring family ethos in her home. She ensures she supports children well and meets all their welfare needs. Strong emotional bonds enable the children to develop confidently with the childminder, and these relationships are a key factor in providing a friendly welcoming atmosphere. Children are very co-operative with each other and learn to take turns when playing games together. They enjoy the activities provided, and behave well because of the positive attitudes shown towards them. There are good opportunities, which allow them to extend and develop their speaking and listening skills through talk and play with adults, in an enjoyable and encouraging way. As a result, relationships are strong and support children's development well. The childminder regularly visits other nursery provision and local schools that children attend, to share information about children's care and learning needs. This means that children are ready and prepared well for the time when they transfer to the next stage of their education.

Children learn the importance of a healthy lifestyle through a healthy diet. The childminder provides a range of healthy snacks supplemented by a good selection of fruit and vegetables. Parents are very supportive and ensure children's lunch boxes are well balanced. The childminder encourages the social aspects of sharing a meal and the children sit round the kitchen table to eat and enjoy the occasion. Conversation is encouraged and meal times are a positive experience for the children. Children receive regular opportunities to be active through outdoor play, walks to the woods or into the town. Drinking water is readily available to keep children hydrated. Children attend to their

own personal needs, dependent upon their age, and their independence is encouraged well. They learn good personal hygiene through well-established hand washing procedures that children follow well. Children learn to keep themselves safe through regular emergency evacuation drills, and are familiar with the particular escape routes. Children learn to stay safe when out on walks. They hold hands and stay together, and learn the safe way to cross the road through continually looking and listening before stepping into the road.

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

The childminder provides a safe and secure environment for children. She conducts regular safety assessments to ensure the premises and resources are safe for children's use. The childminder has a good knowledge and understanding of the possible signs of abuse or neglect, and the procedures to follow should she have any child protection concerns. Her assistants are all clear about the safeguarding of children, as they have attended training, and are aware of the policy on the safe use of mobile phones and cameras. Strict recruitment procedures are in place to ensure only suitable candidates work with young children. All current staff working with the childminder have been appropriately checked for their suitability to work with children. Written policies and procedures are in place identifying regular and safe practices that ensure the well being of children in her care.

Positive educational programmes are in place for the range of children who attend. The childminder completes regular and accurate assessments for all children to identify their stages of development, and to identify what they need to learn next. This helps identify where there are gaps in learning, as well as identify where additional support may be required. The childminder's home provides freedom of movement to children in their play, as well as an appropriate range of toys and equipment to meet the needs of the different ages of the children who attend.

The childminder uses self-evaluation effectively to identify areas of good practice as well as priorities for improvement. She has successfully addressed the issue raised at her last inspection, and has developed strong working relationships with other early years settings and regularly shares information about children who attend more than one setting. The childminder assesses the effectiveness of her assistants through an annual appraisal interview, and links their further training needs to their particular interests, for example, Forest School skills. Good links with external agencies ensure support is provided for children with special educational needs and or/disabilities, who need their services.

Partnership with parents is strong because of the good communication systems that are in place to keep them well informed about children's welfare and experiences. The sharing of progress information regularly enables parents to know how to support their children's learning at home. The childminder regularly seeks parents' views, often through questionnaires, and acts on any suggestions they make where possible, to enhance the

provision for children.

### **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

<b>Unique reference number</b>	EY292117
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	837580
<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>	18
<b>Number of children on roll</b>	25
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/01/2009
<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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