

Inspection date

Previous inspection date

26/09/2012

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 has a good understanding of how to promote the health and safety and emotional well-being of children in his care.
- Children are motivated and eager to learn. They are working comfortably within the typical range of development expected for their age.
- Children's ongoing progress is supported by the childminder's secure knowledge of how children learn and develop.
- The childminder is pro-active in seeking ways to further improve his knowledge and practice by embracing a broad range of training opportunities.

It is not yet outstanding because

- strategies to include parents' contributions into initial assessments of children's starting points on entry have not yet been fully explored.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 main downstairs areas.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at children's journals and a selection of policies and children's records.
- The inspector took account of the views of two parents and the Headteacher of the local school spoken to on the day of inspection.

Inspector

Christine Armstrong

Full Report

Information about the setting

The childminder registered in 2011. He lives with his wife, who is also his co-minder, and three adult children and two children aged five and seven years in the Caverswall area of Stoke-on-Trent. The whole of the ground floor of the childminder's house can be used for childminding. There is a fully enclosed garden for outdoor play.

The childminder holds a level 3 early years qualification in childcare. He is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. He is currently caring for one child in the early years age group who attends before and after school only. There are four older children on roll. Children can be taken to and collected from local schools and pre-school groups. The family has a dog.

The childminder's setting is open all year round Monday to Friday from 7am to 6pm except for family holidays agreed in advance.

What the setting needs to do to improve further

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

- extend strategies to include parents' contributions into initial assessments of children's starting points on entry.

Inspection judgements

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

The childminder provides a well-balanced educational programme that compliments children's learning in their reception class at school. For example, a Victorian theme at school is continued with the children in the setting by exploring facts about the Victorians on the internet. Indoor spaces, include a dedicated comfy quiet area, enabling children to read books or rest if required, or play board and computer games. There is a large conservatory enabling children to use their imagination in role play situations, take part in craft and homework activities. The amazing outdoor area, which includes a full size tennis court enables children to explore and investigate the natural environment in the rural setting as well as taking part in an abundance of outdoor activities. This results in children being interested, motivated and effective learners.

The childminder supports children's communication and language by providing lots of opportunities for talking for a wide range of purposes. For example, he engages a small group of children in a conversation about the donkeys that can be seen in the field at the bottom of the garden. This enables children to demonstrate their curiosity and to express their thoughts and listen to others as they talk about the donkey's behaviour and feelings. This also supports children's understanding of the world. The childminder also encourages mathematical language. For example, he initiates children to take note of the time remaining before they need to get their coats on ready for school. Children look at the numbers on the clock and note the big hand is only one before the six, so it is time to go. Children clearly enjoy initiating conversations with each other and the childminder who gives children thinking time to decide what they want to say and how they want to say it. For example, he listens intently when a child describes what she has drawn and how this links to her recent holiday abroad.

The childminder undertakes sensitive observations which help him to identify and plan for children's interests and to identify the good progress they make, which he shares with parents. However, strategies to include parents contributions into initial assessments of children's starting points on entry have not yet been fully explored to ensure any child's need for support is identified as early as possible.

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

Interaction between the childminder and children is very positive. Children are secure in communicating their needs and preferences to him. They benefit from the very friendly welcoming environment the childminder and his co-minder promote. Children demonstrate feelings, such as excitement or pleasure, when they arrive and greeted by other children in the setting. They are confident to interact with unfamiliar adults and eager to take part in planned and self-initiated activities.

All children are supported to behave very well. They learn about potential hazards and how these are minimised as they take part in regular risk assessments with the childminder. Children quickly become accustomed to the clear and consistent routines for arrival at the setting and departure for school. They tidy away resources calmly put on their coats and get their bags ready to go to school. All children learn to respect one another and enjoy plenty of praise and encouragement which helps to promote their self-esteem and give them confidence. This ensures all children enjoy a harmonious environment in preparation for the beginning of their school day.

Children are effectively supported to develop a healthy lifestyle and benefit from learning about healthy food, for example, they take part in making models of a variety of different fruits as part of a healthy eating project. They have fantastic opportunities to develop and extend their physical skills using the extensive range of resources with the childminder who uses his own interest in physical activities.

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

The childminder has a good understanding of how to promote the health and safety and emotional well-being of children in his care. He has devised, in partnership with his co-minder, a wide range of well-written policies that are effectively implemented and shared with parents to ensure the smooth running of the setting. All aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments. This ensures children learn in a safe environment without restricting their development.

The childminder undertakes an extensive programme of professional development which is helping him to continually improve his knowledge, understanding and practice. For example, attending a training workshop relating to promoting diversity has developed his confidence to initiate discussions with children in relation to their own and other people's diverse backgrounds and ability. This helps children to respect and value diversity. The childminder regularly updates his safeguarding knowledge and understanding which

ensures he is aware of the signs to alert him to any child protection concerns and to whom these should be reported to.

Parents show complete satisfaction in the quality of the setting. They feel their children settle well and benefit from the friendly environment. They particularly like the opportunities provided for outdoor play. The childminder's service is also recommended and held in high regard by the headteacher of the local school. An abundance of thank you cards from children past and present demonstrate how much they enjoy attending the setting.

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	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. 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	EY432279
Local authority	Staffordshire
Inspection number	797055
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
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 that are usually their 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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