

<b>Inspection date</b>	16/10/2012
Previous inspection date	01/08/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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's progress in the seven areas of learning is good. All children are working comfortably within the development bands for their age.
- Children are supported well in their learning. The childminder is knowledgeable of the Early Years Foundation Stage and delivers the educational programmes in depth to meet the needs of all children.
- The childminder provides a friendly, welcoming service, where children feel safe and secure, which also helps children to form secure attachments and promotes their well-being.
- The childminder has a good understanding of their responsibilities to ensure that she meets the safeguarding and welfare requirements of the Early Years Foundation Stage and strives to improve the provision.

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

- Opportunities for children to develop some of their physical skills have not yet been fully embraced.
- Evaluation does not always effectively identify key areas for improvement.

## 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 held a discussion with the childminder.
- The inspector observed free play, focused activities and snack.
- The inspector checked evidence of suitability and qualifications of the childminder working with the children, her documentation and improvement plan.
- The inspector looked at children's assessment records, learning journeys and planning documentation.

## Inspector

Janice Hughes

## Full Report

### Information about the setting

The childminder was registered in 2012. She lives with her partner in Burton-on-Trent. The whole of the property, with the exception of the master bedroom, is used for childminding purposes. Bathroom facilities are on the first floor. The garden is not available for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and

voluntary parts of the Childcare Register. The childminder is currently caring for five children, of whom four are in the early years age range.

The childminder walks to the local schools and playgroups to take and collect children. She is a member of the National Childminding Association and holds a recognised early years qualification. She is a member of the Staffordshire Childminding Network.

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

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

- develop further opportunities for children to regularly experience larger physical equipment to fully develop their physical development and learning, especially outside
- develop evaluation so that it always effectively identifies key areas for development.

### **Inspection judgements**

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

The childminder has good knowledge of young children's development and provides exciting and interesting activities to enhance their learning. As a result, children are progressing well towards the early learning goals and are comfortably within their development bands of the Development Matters guidance. The childminder understands how to effectively engage and motivate the children in her care and creates a relaxing and calming learning environment. To help create this atmosphere the childminder has put in place a cosy book area, where children can snuggle on cushions and look at their favourite books, which helps them to learn about the enjoyment of books. The childminder sits with the children by the book area to read from a popular children's story book and uses this opportunity to extend children's language skills. She asks questions and encourages both younger and older children to become actively involved in the story. For example, she asks children to find the 'wellies', which she repeats on each page of the story, providing opportunities for children to be active learners.

Children's expressive arts and design skills are developing well and evidence of this is displayed in the children's learning journey's and on the walls of the childminders home. For example, children have made paper plate faces, where they have used cut out features of the face and created their own designs and painted pictures of their families. Another example of the children's creativity is the ghosts and pumpkins they have created

for their Halloween party. Children's physical development is generally progressing well in most parts of moving and handling. Unfortunately, children's development of climbing confidently and using larger physical equipment is less embedded into the activities provided. Children do have opportunities to use larger equipment, at the playgroup and park, but this is not on a regular basis.

Children are exploring and investigating and the childminder effectively promotes children's natural curiosity to experiment and to find out how things happen. One example of this is how the children use an electronic push button toy and create sounds as they press the buttons. Their favourite sound is the music button and each time this button is pressed children demonstrate they are listening by trying to join in with the rhythm of the music and dancing. Even the very youngest children giggle and laugh to the sounds, which encourages the children to repeat the activity and shows they are being active learners and clearly enjoying their time at the setting. Mathematical skills are encouraged throughout the day as children count by rote, as they sing popular songs and use resources, such as shape sorters and jigsaws to solve problems and use mathematical language.

Procedures for observing what children can do and assessing their progress is good. The childminder has yet to implement the progress check at age two but she is able to identify what the children in her care are able to do. She plans for children's individual next stages in their learning and effectively plans interesting and challenging activities and experiences to embrace and extend their learning. Parents share well-organised learning journeys, which show children's starting points and summaries of their progress. The childminder organises her routine to ensure all children receive efficient attention to support their individual needs. She spends time with the children, interacting effectively in a natural and sensitive way. She recognises and values children's uniqueness and organises space well to meet the needs of children's different age and abilities. This ensures all children are able to join in activities and access resources. As a result, the childminder has a clear understanding about the progress and areas for development for all children in her care.

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

In this warm and welcoming setting, children are safe and secure and have built up strong attachments with the childminder. They clearly enjoy the time they spend in her care and all children feel settled and included. The childminder helps the children to have a strong sense of belonging and encourages self-esteem and confidence. Children move around the rooms knowing where things are kept and access the toys they choose to play with independently from the good range of toys available. Children focus and concentrate on activities provided and play harmoniously together. One example of this is when children play with the jigsaws and successfully complete the two piece and inset jigsaws with support from the childminder and independently play with the textures 'washing line' together.

Children behaviour well because the childminder has a positive approach to behaviour management. She has house rules and provides consistent boundaries, these help children to understand what is expected of them and right from wrong. She reinforces good

behaviour and constantly praises the children's efforts and values their contributions.

The childminder promotes healthy lifestyles. Children have exercise daily as they walk to school and enjoy healthy snacks, such as toast, fruit and vegetable sticks. They are learning self-care skills as the childminder encourages the children to wash their hands before meals independently. Regular fire drills help children to understand about safety and the childminder introduces the children to fire fighters and police through using small world toys and books. She takes the children regularly into the community. For example, they go to feed the ducks and visit the local shops. Children have opportunities to meet other children as they participate in activities at the local playgroup. These experiences help children to develop confidence and independence in situations away from their main care setting.

The childminder understands the benefits of developing partnerships with other providers involved in the children's care. She knows the staff of the local pre-school and school well and passes on information of the children she minds to provide continuity of care. She liaises efficiently with other childcare professionals to help develop her further understanding of childcare issues. She has put together transition summaries that she shares with parents and other setting to help the children with their transitions to other settings, to help continuity of care and learning.

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

A positive attitude to self-reflection is in place and the childminder continuously monitors her provision. She has completed a self-evaluation form and has an action plan to help her think about ways in which to improve her service to children. Examples of her improvements are to produce a toy catalogue with pictures of all her toys and resources, so that children have complete access to the toys she has to offer and to develop her networking with the local nursery. Evaluation is not always fully effective, however. For example, there are fewer opportunities for children to be challenged physically, which has not yet been fully addressed. The childminder demonstrates a good understanding of the Early Years Foundation Stage and she monitors the educational programmes well. Consequently, she provides a balance of activities covering the seven areas of learning and pays specific attention to the prime areas for the very young children she cares for.

Children are effectively protected because the childminder has very good knowledge of safeguarding procedures. She understands the Local Safeguarding Children Board procedures and has an awareness of the signs and symptoms of child abuse. The childminder carries out daily safety checks of her home to ensure children's safety and conducts comprehensive risk assessments to identify and minimise any hazards. Documentation is detailed and effectively organised. For example, the childminder maintains records for accidents, medication and each child's daily attendance.

The childminder provides a welcoming inclusive service that is for all children and their families. She has strong relationships with the parents, which significantly contributes to the care and well-being of the children. She pays priority in establishing and securing the

links between home and the setting. She provides good information about the provision, including daily communication. Parents are invited to comment on their child's learning and development and regularly see their children's learning journey records. As a result, the childminder as an effective two-way partnership.

### 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

<b>Unique reference number</b>	EY440008
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	883018
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/08/2012
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### 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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

