

Inspection date	12/10/2012
Previous inspection date	08/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 learning is supported through a large variety of resources that are interesting, challenging and meet the needs of all children.
- Children make progress as they are engaged, motivated and think critically in their learning.
- Practitioners are good role models and children have an understanding of acceptable behaviour.
- The safety of children is a high priority within the setting.
- There is a wide range of programmable toys, equipment involving information and communication technology and computers with a variety of software packages.
- The childminder and her assistant have a commitment to professional development to update their knowledge skills and practice.

It is not yet outstanding because

- Precise assessment and monitoring is not yet fully implemented to demonstrate the age and stages of children's progress.
- Not all opportunities are taken to encourage children to manage their own personal health needs such as hand-washing.

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 room, outside and the garden room.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the observations.
- The inspector looked at children's learning journals, planning documentation, the childminder's self-evaluation forms and a selection of policies and children's records.
- The inspector also took account of the written views of parents gathered by the childminder.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

The childminder was registered in 1992. She lives with her husband, in a house in the Burslem area of Stoke on Trent, within walking distance of the town centre and local schools. The whole of the childminder's home is used for childminding with the exception of the childminder's own bedroom. There is a fully enclosed area available for outside

play.

The childminder works with an assistant and is registered on the Early Years Register, as well as, both the voluntary and compulsory parts of the Childcare Register. There are currently 14 children on roll, six of whom are in the early years age group. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- extend the systems for monitoring learning to gain a more comprehensive knowledge of each child's progress, for example, by assessing clearly the age and stages of children's development in the prime and specific areas of learning
- extend the provision for supporting children's physical development, specifically their health and self-care by encouraging children to wash their hands regularly throughout the day.

Inspection judgements

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

The childminding setting provides an extensive range of resources that are organised over three floors and in the garden room outside. These are grouped according to ages and stages of children's development. The routine is set up to allow children to access these resources throughout the day, for example, following outside play children use toys from the garden room during child-initiated play. The childminder values the use of information and communication technology to support and enhance children's learning; therefore, there are a large number of technology resources and computers in all areas of the provision. Children use computers to watch films of them made by the childminder and her assistant of special occasions they have celebrated at the setting, including Halloween and summer award ceremonies. Learning is fun and delivered in a play-based approach linked to the individual needs and interests. Children are encouraged to bring in resources from home to develop their learning further and adults are inspirational to ensure children are enthusiastic and motivated to learn more.

Children's next steps in learning are supported by adults who identify a number of ways to enhance children's learning. For example, children who are interested in animals and the growing of fruit and vegetables are provided with planned opportunities to go on outings to local farms and nature reserves. Due to the large variety of resources and the carefully

planned routine, each child's day is full of a good balance of child-led and adult-focused activities, including role play with food, making marks on easels, ball play, music and movement and dressing up. These activities are planned as a result of observations and from the next steps identified in children's learning, consequently children are making good progress towards the early learning goals.

The childminder cares for children with a range of needs including additional physical needs. The childminder uses the Development Matters guidance to ensure children with specific needs continue to make progress within their physical development and shares this progress with parents. Interventions are made in children's learning for those who are not making the expected progress and agreed strategies are implemented to ensure the gap is closing within children's learning in accordance to their starting points. The process of assessing children's development is not yet fully robust to include all the children's stages of development in relation to their age. This will bring greater clarity to the information that is shared with parents on children's progress to increase opportunities for them to be more engaged in children's learning at the setting. Observations of children's achievements are recorded through a variety of mediums including photographic observations. Adults are skilled in assessing what learning has taken place and identifying next steps of learning. The childminder has identified this process can be strengthened through the recording of where children are at for each strand of their development within the prime and specific areas. As a result of recent training, the childminder and her assistant have developed the necessary skills and tools to complete the two year old check as a requirement of the Early Years Foundation Stage. Learning is improved as adults are skilled in their questioning observations and by listening perceptively to children during activities in order to reshape tasks to meet their needs. For example, when children play with bubbles they learn how they can be popped and through the childminder encouraging children to stand back and watch children learn how they float up into the sky.

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

Children are assigned a key person on enrolment to the setting with whom they develop special relationships. The childminder and her assistant use the first few weeks to allow children to get to know them and to form appropriate bonds. As a result of this children are confident within their first few days of being in the setting and develop a feeling of being safe and secure. The environment is welcoming and the childminder dedicates her home to her childcare family during the week. Relationships with parents develop to be secure and long lasting due to the commitment of the practitioners and their appreciation of the time it takes to build these relationships.

Children have a wide variety of activities to choose from which are matched to their personal interests. Consequently, children receive a happy childcare experience. Parents are reassured of this through video recordings of happy, settled children. A variety of fruit is provided for snacks and the setting share their healthy eating pledge with parents through a written booklet. Children's health and dietary needs are recorded and catered for within the childminder's commitment to provide home cooked nutritional food for all children. Regular exercise is promoted through frequent outdoor play opportunities and regular walks to local parks. Personal care routines are helping children to develop how to

care for themselves as adults encourage children to carry out tasks for themselves. This could be further improved by ensuring children develop their hygiene practices by encouraging hand washing.

The childminder and her assistant have a good understanding of how to manage behaviour consistently within the setting. As a result children learn what acceptable behaviour is. Older children complete their own risk assessments which are included as part of the written risk assessments for the setting and outings, because of this children are gaining an understanding of risk and are encouraged to take managed risks as they explore their environment.

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

There are robust systems in place for the protection of children in the childminder's care. Policies and procedures detail the local procedures for child protection, who to call should there be concerns about the care of a child and the safe use of mobile phones and cameras within the setting. The childminder's documentation is extensive and detailed which ensures the safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the childminder and her assistant, and as a result, these are met effectively. The Statutory Framework is used as an assessment tool to meet the requirements and identify areas for development. The childminder completes regular supervisions with her assistant to ensure she is suitable to work with children and understands the requirements of working within a childcare setting. The childminder has identified a number of safety improvements in her self-evaluation process and acted on these to develop the quality of care further. Closed-circuit television is fitted both internally and externally at the property to keep children safe and secure and protect them from intruders. Sensor lights are installed throughout the property to aid the safe evacuation in the event of a power cut. Children practise regular fire drills and evacuations to ensure they are familiar in what to do in the event of an emergency. Toys and equipment are checked regularly and comply with British standards. Written risk assessments are in place for all equipment. Children are kept safe on a daily basis through the recording of children's attendance on a register. The identification of all visitors is checked and visitors are required to sign in and out of the setting.

Self-evaluation methods are varied in their formats. The childminder has used the Ofsted self-evaluation form to record areas of good practice and how the quality of the setting could be further improved. The improvement plan provides clear details of actions the childminder and her assistant are going to take over the next two years as they continue to improve, with the impact of their plans recorded to show their achievement in their pursuit of excellence. The childminder uses her experience of the local area to form these partnerships for example the childminder has a close working relationship with the Foundation Stage Manager at the local school. As a result, these partnerships make a strong contribution to meeting children's needs.

Medical and dietary needs are managed through comprehensive policies and records which help provide a tailored care approach to meet each child's needs. Accidents,

incidents and existing injuries are all recorded appropriately and accident analysis feeds in to risk assessments. Both the childminder and her assistant are paediatric first aid trained.

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	224495
Local authority	Stoke on Trent
Inspection number	818259
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	14
Name of provider	
Date of previous inspection	08/02/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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