

Inspection date

18/10/2012

Previous inspection date

15/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has formed secure relationships with children, who are happy and content in her care.
- A variety of resources and play experiences are provided that support children to make suitable progress in their learning and development.
- The childminder takes appropriate action to minimise potential hazards to children. As a result, children are cared for in a safe and secure environment.

It is not yet good because

- The childminder does not implement a fully effective observation and assessment process to offer further challenge to extend children's learning and development.
- The childminder is developing planning to ensure the seven areas of learning are promoted. However, resources to allow for spontaneous mark making or tactile play are not freely available to all children.
- The system of self-evaluation is in the early stages of development. Key areas for improvement are beginning to be identified; however, they have yet to be implemented to ensure children benefit from better practice in all areas.

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 carried out a tour of the premises and spent time observing the childminder and the children.
- Discussions took place with the childminder at appropriate times during the inspection.
- The inspector looked at children's learning journeys, planning, a sample of children's records and relevant documentation.

Inspector

Tina Smith

Full Report

Information about the setting

The childminder was registered in 1992. She lives with her husband and one of her adult children in Hereford. The whole ground floor of the property is used for childminding and there is a secure area for outside play. Access to the property is via one small step, and there are toilet facilities on the ground floor.

The childminder is currently minding six children who are within the early years age range. She also provides care for children aged over five years. The childminder is registered by

Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assess each child's progress across all seven areas of learning in relation to their age and stage of development and use this information to plan next steps in learning for each child.

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

- develop the system for self-evaluation to ensure children benefit from better practice in all areas
- ensure resources are freely available to allow children spontaneous opportunities to mark make and experiment with different textures and media.

Inspection judgements

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

The childminder has a suitable understanding of the Early Years Foundation Stage Framework and how to promote the learning and development of children. She provides a suitably varied range of experiences and learning opportunities that promote all areas of learning. Children enjoy learning through play. For example, they spend time using their skills to construct cars and imaginary toys using large plastic bricks. They are willing to have a go and do not give up when the brick does not fit or when their creation collapses. Children's spoken language is developing well because the childminder engages them in purposeful conversation throughout the day.

Children's progress is assessed but links to the next stage of learning are not always identified. As a result, opportunities for children to acquire and extend their knowledge and skills are not fully effective. Children make satisfactory progress in line with their starting points and the childminder uses 'Development Matters' guidance to support her. She is familiar with the requirements of the two year progress check and is developing ways to complete it and share it with parents and other professionals.

The childminder has strong partnerships with parents, who are encouraged to share what their children can do and their daily care routines. Children are offered a gradual settling-

in period where they become familiar with the home environment and the childminder's family. This also allows time for the childminder and the parents to share further information to support the transition period. Each child has a daily diary, and all parents complete these to ensure children's emerging needs are identified.

Children are developing effective learning skills as they freely choose toys that reflect their current interests. They particularly enjoy playing with the dolls, feeding them and changing their nappy. They also enjoy climbing and hiding in boxes playing peek-a-boo with the childminder and their peers. Children express their creativity as they engage in playing musical instruments, banging on a drum and a small piano. Children have independent access to books and handle them correctly as they pretend to read to the childminder. Children count at every opportunity and enjoy singing and number rhymes, the childminder using her fingers to represent the numbers they are saying. Opportunities to recognise colour, shape and patterns occur during daily routines, but instances for spontaneous mark making and messy art are less evident. Children receive lots of positive praise and encouragement, which supports their self-esteem and confidence and helps them develop skills they need for future learning.

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

Children enjoy a warm and close relationship with the childminder. As a result, they are confident and enjoy trying new experiences and happily investigate their play. Very young children enjoy looking at books and singing activities together, which also provide opportunities for them to form attachments with the childminder and each other. Children clearly enjoy her company and they confidently approach her for cuddles, support and reassurance. This genuinely warm responsive interaction raises children's confidence and contributes to their overall well-being.

The childminder is a good role model through being happy, calm and kind towards the children and she sets clear house rules and boundaries. This develops children's understanding of right and wrong. The childminder manages behaviour positively through using praise and encouragement and is consistent in her approach. Children are developing their understanding of the world through daily visits to places of interest in the local community. The childminder has strong partnerships with the local children's centre where she meets with other professionals and the children access resources which the childminder does not have in her own home.

Children's health is well promoted because the childminder follows effective hygiene procedures and practices which meet their physical, nutritional and healthcare needs. Children are encouraged to develop self-help skills as they happily find their bags ready for a nappy change. Her guidance and support helps children to become independent in their personal care. Children are provided with nutritious snacks and packed lunches which are provided by their parents and carers. Babies and young children are encouraged to feed themselves and good table manners are taught from an early age. Outdoor play features highly in the children's day, which effectively promotes their physical development. They enjoy being active, using climbing equipment in the park and exploring a well-resourced outside environment.

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

The childminder has an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has completed child protection training and has a secure understanding of safeguarding issues. She is able to describe possible child protection issues. In addition, there is a clear written safeguarding policy to support her practice. She has all of the legally required documents, policies and procedures, which help to ensure the safety and well-being of all children. The childminder has a satisfactory understanding of the learning and development requirements. Children's starting points are gathered verbally from parents on induction and she provides learning opportunities in line with parents' views. She has records of what children can do and she checks to ensure all areas of learning are promoted. The childminder is starting to accurately link her observations to the 'Development Matters' guidance, however, the links to individual children's next stage of learning and development are not as apparent, which means children's learning may not always be fully extended.

Partnerships with parents are sound and the use of daily diaries and verbal information sharing ensures parents' views are sought and that they are kept informed of their child's progress. A learning journal is being developed; the childminder believes this is a valuable tool for both her and the parents to monitor the children's achievements and progress, as well as providing evidence for the children's summary of learning. The childminder is aware of the benefits of sharing information with other providers of the Early Years Foundation Stage and is developing systems to build links with other providers to ensure smooth transitions.

The childminder understands the need to evaluate her practice, doing so suitably. For example, she recently attended a briefing on the revised framework organised by her local authority. However, systems for self-evaluation are in the early stages and are not fully effective in supporting ongoing improvements to the provision for children. The childminder seeks and welcomes advice and support from other professionals and implements changes that are suggested to improve her practice. Parents often send thank you cards, commenting 'you have done so much for my child both socially and emotionally as well as developmentally'.

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
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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	223474
Local authority	Herefordshire
Inspection number	818240

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	15/12/2008
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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