

Inspection date	15/10/2012
Previous inspection date	19/05/2009

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

- The childminder uses prior assessment effectively to plan for children's future learning.
- The childminder provides a broad range of interesting activities which children enjoy and which help them to progress and develop well.
- Children enjoy regular opportunities for fresh air and exercise outdoors, promoting their physical health and well-being.
- Parents are fully informed about all aspects of their child's daily care and learning, helping them to support their child's continuing progress at home.

It is not yet outstanding because

- The childminder does not always extend children's own conversations to help them expand their vocabulary and use more complex sentences.

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 children's play and activities in the conservatory.
- The inspector held discussions and a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and qualifications, her self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information received by the childminder through her own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

The childminder was first registered in 1985. She lives with her husband in a house in Tamworth, Staffordshire. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She uses the whole of the ground floor and the rear garden for childminding. The family have tropical fish.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses such as food hygiene and inclusion training. She works closely with two other childminders. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently two children on roll, both are in the early years age group. The childminder is open all year round from 7.30am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- expand children's communication and speaking skills by reinforcing the use of more complex sentences during their conversations.

Inspection judgements

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

The childminder supports children's learning and progress very well. She provides a broad range of interesting activities across the prime and specific areas of learning. These present good levels of challenge for children of different ages and abilities. As a result, children are keen to explore and have a go, expressing their own thoughts and ideas in their imaginative play. For example, children are engaged in purposeful play with the childminder, working out how to fix the train track pieces together. Children express delight and excitement as they build lines and bridges for the train to move along and create challenging obstacles to divert the train, testing out new ideas.

The childminder skilfully asks some questions which help children to think and work out how to switch the train on to make it move, encouraging their critical thinking. However, she does not always extend children's own conversations to help children expand on what they say. This minimises opportunities to enhance children's communication and speaking skills.

The childminder has a clear understanding of what each child can do through prior assessment and uses this knowledge effectively to plan for their future learning. Consequently, children progress from making marks and prints in their creative play to forming recognisable letters and words as they learn how to write. This prepares them well for their next stage of learning. The childminder creates good opportunities to match

what children are doing at other settings to their home learning, introducing letters and sounds to support their early reading skills. Books and stories feature significantly in children's daily routine, establishing children's interest in reading for pleasure and purpose. Songs and rhymes are used to develop children's listening and attention skills as they learn to recognise repeated phrases and rhythms. The childminder builds on children's curiosity and interest, exploring topics about planet earth and the natural world as they look at and discuss what they can see and hear around them. She responds positively to children's emerging mathematical understanding, enabling them to practise counting numbers on houses and building number groups of three to 15. Older children handle technology equipment with ease as they find out how to operate remote controls to switch on the television and to play games on mobile phone gadgets. They develop their creativity as they experiment with mixing paints together to make colours change.

The childminder works closely with parents, carers and other provider's, sharing detailed information about each child's progress and needs. This enables her to match learning and development experiences to what children can do and enjoy. She is observant of any signs that children's development may be falling below or exceeding expected levels of development, planning effective strategies to secure their continuing progress. As a result, all children make good progress towards the early learning goals.

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

Children are happy and settled in the childminder's comfortable and welcoming home, developing strong bonds with the childminder and other children. Routines of the day are well-organised, based on children's patterns of attendance and needs. This enables children time to relax when they return from pre-school and to plan and choose their own activities and games when they are ready to play.

Children behave well because they understand and follow expected rules of behaviour which encourage them to be kind and respectful towards others. They learn about the world through interesting activities and projects and have good access to toys and books which reflect diverse people and communities. This helps them to value and tolerate the needs, beliefs and traditions of others.

Children's safety is highly prioritised and they remain under the close supervision of the childminder at all times. They learn how to keep themselves safe as they practise sensible road safety procedures when walking to and from pre-school. They know that they have to stay close to the childminder on outings as they explore new routes for walking by the canal. Children move freely and safely around the home and have good access to a wide range of imaginative play equipment and craft resources when they wish to make changes in their play.

Children enjoy good physical health because the childminder provides regular opportunities for fresh air and exercise outdoors. They gain good control over their body movements, carefully negotiating the sit and ride car around the room. They enjoy nutritious meals and snacks which help them to adopt a positive approach to healthy

eating. They follow good hygiene routines, developing increasing independence over their personal hygiene and toileting routines. This successfully promotes children's good health and well-being.

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

The childminder demonstrates a good understanding of the educational programmes, enabling her to secure children's development and progress effectively. She takes time to consider each child's learning style and interest, planning a broad range of activities and experiences which help them to persevere and try out new things. She builds on accurate observations of what they need to do next in order to support their learning and development in all areas.

Safeguarding and safety procedures are robust, ensuring children's safe care at all times. The childminder's detailed written policies cover all aspects of the provision and guide her safe practice. She recognises the signs and symptoms of abuse and has all of the necessary information to refer any concerns about a child's welfare in a prompt and efficient manner. This protects children from harm and neglect. The childminder conducts thorough risk assessments and safety checks of her home and any outings to ensure children's safe care and enjoyment. This broadens children's experiences in and outside of the home.

Self-evaluation systems are used effectively, helping the childminder to assess what she does well and what she wants to do next to continue to improve. As a result, she has made a number of changes to the organisation of her home and the range of activities and outings available to children. This has a beneficial impact on children's learning and enjoyment. The childminder actively seeks the views of parents through daily conversation and survey questionnaires, receiving positive reviews about all aspects of her care. Actions and recommendations from the previous inspection have been successfully addressed. Consequently, the childminder has improved equality and diversity practice by introducing toys, books and activities which help children to explore the diverse world. She has revised safeguarding and risk assessment procedures to comply with requirements and to enhance her safe practice. She has updated her knowledge of the learning and development requirements, placing greater emphasis on the educational programmes to help children learn. The childminder sets clear targets for ongoing training, attending varied courses to update her professional knowledge and skills.

Partnerships with parents and other childcare professionals are well established. The childminder retains close contact with other childminders, previously in her employment, building strong and supportive networks. This broadens children's social interactions and experiences between settings. The childminder engages well with other pre-school settings, establishing clear links for shared learning for children who receive care and education in more than one setting. Parents receive clear and detailed information about their child's daily care and involvement in activities which helps them to participate in their

child's learning.

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	210394
Local authority	Staffordshire
Inspection number	818128
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19/05/2009
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

