

Inspection date

24/10/2012

Previous inspection date

13/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 3

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 activities and opportunities offer a balance of adult-led and child-initiated activities to help all children make satisfactory progress in their learning and development.
- Childminding practice is based on suitable knowledge and understanding of how to encourage the learning and development of young children.
- Adequate partnerships with parents ensure that children's basic needs are met and their routines are followed.

It is not yet good because

- The observation and assessment of children does not identify their achievements in learning sufficiently to plan next steps towards the early learning goals in order to extend their development.
- Partnerships with other providers delivering the Early Years Foundation Stage, to ensure children's progression and continuity of learning, have not been fully established.
- The childminder does not fully support children to develop an awareness of differences, because the play opportunities and activities representing diversity are limited.
- Risk assessments are not rigorous enough to eliminate hazards in all areas that a child may come into contact with, particularly in reference to the rotary drier in the garden and trailing wires in the living room.

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 living room and conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys and a selection of policies and children's records.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

The childminder has been registered since 2001. She lives with her two children aged 10 and five years. They live in a house in the Western Downs area of Stafford, with schools, shops and a park within walking distance. The whole of the ground floor, including downstairs bathroom facilities are used for childminding. There is a fully enclosed rear garden available for outside play. The family has two cats, a dog, a guinea pig and a hamster.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She currently has four children on roll in the early years age group who attend for a variety of sessions. She also offers care to children aged over five years.

The childminder is able to take and collect children from local schools and pre-schools. She regularly attends local toddler groups.

What the setting needs to do to improve further

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

- develop the educational programme by improving the observation and assessment of children to identify their achievements clearly in all areas of learning in order to plan next steps effectively towards the early learning goals
- take reasonable steps to ensure the safety of children, with particular reference to the rotary drier in the garden and trailing wires in the living room.

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

- improve the relationship with other providers to ensure children's progression and continuity of learning towards the early learning goals
- support further children's awareness of diversity through providing appropriate experiences and organising relevant play opportunities on a regular basis.

Inspection judgements

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

The children are provided with adequate opportunities to make progress in their learning and development. However, the childminders knowledge of the revised Early Years Foundation Stage is not fully secure to always promote children's learning and development across the seven areas of learning. Although planning is flexible and responds to the children's interests, the information gained through observation is not being fully exploited to identify children's next steps in learning. This means children are not sufficiently challenged to make best progress in the early learning goals. Nevertheless, they generally show interest in the available activities and explore the environment and the childminder spends the majority of her time engaging and playing with them. Thus the children, including young babies, settle in quickly and feel confident and safe. Positive partnerships with parents, including a two-way exchange of information on a daily basis

with regard to children's routines, ensure individual needs are suitably met. Parents are generally encouraged to share information about their child when they first attend and records show mostly children's welfare needs are discussed and some information obtained, for example, child likes to play with cars and balls.

To encourage development of communication skills, the childminder talks freely with the children and provides opportunities to read, write and visit their local library regularly. During role play, they learn new words as they pretend to make drinks and food for their peers and the childminder. Some open-ended questions by the childminder encourage children to develop their vocabulary and to learn about people and places. For example, children think and tell the childminder what a fireman does, what a baker makes or what noise a fire engine makes. Babies take pleasure in making and listening to a variety of sounds, communicating also via smiles and eye-contact with older children and familiar adults for social interaction.

There is a suitable range of resources to develop children's early creative, numeracy and technology talents, including learning about different colours and shapes and operating simple programmable toys. Daily routines and play, such as sorting toys in different sizes, singing number rhymes and counting everyday objects in their surroundings help children to develop their mathematical skills. They are delighted to count muffins while pretending to bake them in an oven. A selection of musical instruments and texture experiences, including paint, play dough and fabric, supports children's abilities.

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

The childminder promotes children's well-being as she discusses their health and personal needs with parents. Babies' sleeping and eating habits are well adopted. Children are active, as they enjoy a suitable range of both indoor and outdoor play that contributes to a healthy lifestyle. They walk to local facilities on a regular basis, as well as taking part in physical play at their local parks and pre-school settings.

Children enjoy their lunch in a relaxed and social atmosphere. Fresh fruits and vegetables are offered at snack times. They develop an understanding of the importance of personal hygiene, as they are encouraged to wash their hands before eating and after using the toilet. The childminder takes the necessary steps when any of them are ill and shares her sick-child procedure with all parents.

The childminder creates a relaxed environment and organises resources to allow easy access for children. They play happily and exhibit a sense of trust, as they enjoy the childminder's company. Babies benefit from one-to-one interaction and cuddles from the childminder, which help them to establish a positive attachment. The childminder employs a consistent approach to managing behaviour. Children are all well behaved and have a good awareness of right and wrong, responding positively to guidance from the childminder. They make a helpful contribution to the setting, as they take part in self-chosen activities and spontaneously assist the childminder with small tasks, such as tidying up toys when they have finished playing with them. They show care towards the babies and play very gently with them. Their social skills are further supported while they

play in groups at their toddler group and at other childminding settings.

The childminder provides appropriate support to prepare children for transition to other settings through talking and relevant play opportunities. Children are encouraged to adopt safe and responsible habits through regular input from the childminder during play and daily routines. For instance, she tells them about road safety and how to use play equipment carefully.

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

The childminder has shown some capacity to make improvements. For example, since last inspection, some progress has been made in addressing most recommendations and actions. She has undertaken some relevant training courses and has an action plan concerning further training. She seeks on-going support and guidance from her childminding network and her local authority in respect of updating some of her knowledge and professional skills. Required policies and procedures have been devised and shared with parents. The records of the children, including accident records are suitably maintained. However, she has not fully embraced the current Early Years Foundation Stage in respect of meeting learning and development requirements. Although she observes and generally records what children do, her findings are not sufficiently clear in identifying their achievements to help her plan their next steps towards the early learning goals. Moreover, partnerships with other early years providers, to ensure children's progression and continuity of learning, have not been fully established. This means children are not effectively challenged to make best progress.

The childminder has recently undertaken a safeguarding training course. She has clear understanding of the signs and symptoms of abuse and of her legal duties and responsibilities with regard to reporting her concerns to the Local Safeguarding Children Board. As a result, children are safeguarded from harm or neglect. Effective vetting ensures adults having regular contact with children are suitable. Although risk assessment of the premises and of prospective outings and daily safety checks are carried out in most areas to eliminate hazards, trailing wires in the living room and the rotary drier in the garden have not been made safe in order to protect the children.

The childminder provides a secure and homely environment for all children. They are occupied and contented in the childminder's house. The available resources are age-appropriate and are deployed to provide free choice. This encourages children's independence and learning. The childminder generally promotes inclusive practice. She values all children as unique individuals and offers support according to their individual needs. However, the play opportunities and experiences representing diversity are rather limited. This means the children are not fully supported in becoming aware of diversity.

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	EY103646
Local authority	Staffordshire
Inspection number	741806
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13/07/2011
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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