

Inspection date

Previous inspection date

05/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make rapid progress in their learning and development, demonstrating enthusiasm and enjoyment in their self-chosen play and during adult-guided activities.
- The childminder is actively engaged in children's learning, encouraging their speech, language and communication at every opportunity.
- Children develop good relationships both within and outside of the setting. They enjoy visits to local community groups and socialise with children of different ages which helps them to participate and share.
- The childminder builds strong and trusting partnerships with parents, sharing relevant and timely information with them about all aspects of their child's care, learning and identified needs. This ensures that all children receive the support they need in order for them to continue to progress.

It is not yet outstanding because

- The childminder does not always extend good hygiene routines with younger children after they have their nappy changed, missing opportunities to establish routines which enable children to care for themselves.

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 childminder's home.
The inspector held discussions with the childminder about all aspects of her provision, including the systems for self-evaluation and the childminder's improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and members of the household.
- The inspector took account of the written views of parents and carers received by the childminder.

Inspector

Jayne Rooke

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 16 and 10 years and 17 months in Tamworth, Staffordshire and uses the

whole of the ground floor and the rear garden for childminding. The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses, such as food hygiene and the early years foundation stage training. She attends a childminder group and the local toddler group. She visits the local shops and park on a regular basis. She collects children from schools and pre-schools. There are currently two children on roll, one is in the early years age group. One child of school-age attends after school. The childminder is open all year round from 7.30am to 6.30pm, 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:

- extend opportunities for children to practise good hygiene routines by encouraging them to wash their hands after having their nappy changed.

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 development very well. She demonstrates a secure understanding of the seven areas of learning and how to promote them through practical and playful activities and games. She obtains detailed information about what children can do when they first start to attend which helps her to plan effectively for their next stage of learning. As a result, children progress rapidly, demonstrating enthusiasm and enjoyment in their self-chosen play and during adult-guided activities. For example, children form strong bonds with the childminder and other children, building positive relationships. This helps them to separate happily from their parents and to approach new situations with confidence. Children busily select toys and ask for their favourite games, expressing their own choices and preferences as they play. The childminder is actively engaged in children's learning, encouraging their speech, language and communication at every opportunity. She listens carefully to what children say, repeating familiar words back to them and introducing new words to expand their vocabulary. As a result, young children learn to use words and phrases to develop a conversation and to express their own thoughts and ideas.

The childminder pays careful consideration to children's next steps, offering challenging activities and resources, such as den-building and climbing in and out of wheeled toys, so that children can practise and develop new skills. As a result, children gain good control over their physical movements and coordination. Children persist with tasks that help

them to solve problems and work out how things fit together as they learn how to accurately place pieces into a simple jigsaw tray, leading on to more complex puzzles and three-dimensional construction shapes. The childminder skilfully enhances children's progress and understanding as she asks questions to encourage them to think about how objects are organised by sequence, size and shape. Children show a strong exploratory impulse as they discover what happens when they switch a torch on, following the light with fascinated interest as they shine it around the room. Their understanding of the world is further enhanced as they seek out information in books and listen to and identify the sounds they hear outdoors, such as a helicopter in the sky and a dog barking.

The childminder carefully monitors each child's progress, matching her observations to the development matters framework. This enables her to respond promptly to children's individual needs and changing interests so that they receive the support they need and continue to make progress. She provides a secure base for sharing information with parents and other family carers about children's development and learning, helping to develop consistent learning opportunities. She is developing good networks outside of her setting to strengthen this aspect of her provision.

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

Children feel settled, safe and happy within the childminder's warm and welcoming home. They receive good levels of one to one attention, appropriate to their needs and feelings. They behave well because the childminder is a positive role model, setting clear boundaries and routines for children to follow. As a result, young children eagerly take part in tidy up routines when it is time to move to the next activity. They know when it is time for rest or sleep as they recognise the musical prompts, alerting them to the quieter part of the day. Children develop good relationships both within and outside of the setting. They enjoy visits to local community groups and socialise with children of different ages which helps them to participate and share. They learn to value and respect the diverse world through interesting activities and projects and play with toys that reflect people's differences and similarities. This helps children to behave in a kind and a respectful manner towards others.

Children move safely and freely around the home because the childminder ensures that toys and equipment are easily accessible to them. This gives children the freedom to explore and make choices about their own play and learning. She uses safety gates to limit young children's access to areas of high risk, such as the kitchen and the front entrance, further promoting their safety. Healthy lifestyles are promoted well, ensuring that children eat a healthy diet and benefit from regular fresh air and exercise outdoors. Effective systems exist to guide older children towards good hygiene routines. Visual prompts remind them about the importance of washing their hands to prevent the risk of infection or illness. However, the childminder does not always extend this routine practice with younger children after they have their nappy changed. This minimises opportunities to establish hygiene routines that enable children to look after themselves. Children develop good levels of confidence and self-esteem, receiving lots of positive praise from the childminder for listening carefully and for being 'very clever'. They develop increasing

levels of independence in their daily routine, such as getting dressed and ready for outings. This stands them in good stead for the next stage of their learning when they are ready to transfer to school.

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

The childminder implements the educational programmes well. She is secure in her knowledge of how children learn, using her skills and experience effectively to enhance each child's progress towards the early learning goals. She uses planning and assessment systems well to guide and inform her practice and to establish meaningful next steps for each child, taking into account their unique skills, abilities and interests. Safeguarding procedures are robust, promoting children's safe care. The childminder attends relevant and necessary training to ensure she has up-to-date information about all aspects of her provision. This enables her to establish clear and effective policies and procedures to guide her safe practice. She is vigilant about the vetting process, following appropriate procedures to ensure that all adults in the household undertake the necessary suitability checks.

The childminder is developing a systematic approach towards self-evaluation, identifying which aspects of her practice work well and which areas she wants to improve. This has helped her to organise her home and routines to benefit the needs of older and younger children attending. She is highly committed to professional development, setting goals for attaining further childcare qualifications to enhance her knowledge and skills. She values the contribution of early years advisors and other high achieving childcarers as mentors, helping her to establish effective partnerships and to support her ongoing development. She builds strong and trusting partnerships with parents from the onset, sharing relevant and timely information with them about all aspects of their child's care, learning and any identified needs. This ensures that all children receive the support they need in order for them to achieve and progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY445456
Local authority	Staffordshire
Inspection number	798292
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	Not applicable
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.

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.

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