

Inspection date	13/11/2012
Previous inspection date	14/01/2009

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 learning environment is welcoming and stimulating. Children are eager to explore the home, moving around freely in the three main rooms and accessing favourite toys.
- Children are making good progress, especially in the three prime areas of learning. They learn through play as the childminder provides a wide range of interesting and interactive activities that promote their communication, self-esteem and physical development.
- The childminder ensures that children's welfare and safety is of the highest priority. All policies and procedures to promote their well-being are in place and to a high standard.

It is not yet outstanding because

- Children's next steps are not always followed up and their progress towards the early learning goals is not tracked or reviewed on a regular basis.
- Parents are not given sufficient encouragement to contribute to their children's reviews to identify future goals.

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 two lounges and the kitchen, checked the outside learning environment and the safety of all rooms used for childminding purposes.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of people living in the home and a range of other documentation.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

Inspector

Jennie Dalkins

Full Report

Information about the setting

The childminder was registered in 2008 and lives with her husband and their six children aged 26, 24, 14, 13, 10 and eight years in Newcastle-Under-Lyme, Staffordshire. The family have pet rabbits and fish.

The childminder is registered on the Early Years Register and on the compulsory and

voluntary parts of the Childcare Register. Currently, there are 10 children on roll, four of whom are in the early years age range. Children attend on a full- or part-time basis.

What the setting needs to do to improve further

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

- track children's development and ensure that identified next steps feed into planning
- provide more opportunities for parents to become involved in their children's learning and development, particularly at review points.

Inspection judgements

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

The childminder has a robust knowledge of the seven areas of learning and provides a broad range of activities that interest and stimulate children. Children's language development is successfully fostered through regular conversations throughout the day and through the childminder's willingness to engage in their play, encouraging them to fully engage in dialogue. For instance, during free play with the toy kitchen the childminder joins in their imaginative play and happily takes the cup of tea she is offered, asking if it has any sugar. Children respond positively, counting out the spoons added and adding jam to the toast. They chat away happily, fully immersed in their imaginative play. Children's vocabulary is within the developmental milestones for their age and records show that considerable progress has been made from their starting points. Early literacy skills are also being developed as children make marks with pens, paints and crayons. Children as young as three years of age copy out their names with each letter easily recognisable.

Children enjoy a range of craft activities, making pictures to their own design and satisfaction out of a range of materials including coloured foam pieces. Younger children enjoy the feel of the materials which they squish between their fingers before sticking them down on paper. All children show pride in their work as the childminder praises their efforts. The positive reinforcement they receive contributes to their high levels of self-esteem and confidence as they feel special and valued in the childminder's home. Mathematical skills are also promoted well. Babies and young children learn about different shapes and sizes as they use shape sorters, trying to slot the pieces in with increasing precision. Older children enjoy completing jigsaws and learn about concepts, such as size, quantity and measure as they take part in baking activities. They correctly

find the smallest jug from the cupboard and help to measure out icing sugar to decorate cakes.

The childminder observes children as they play and records their achievements. Her records indicate that children are making good progress across all the areas of learning. The childminder has a very good understanding of where individual children are in terms of their learning and development needs. She plans activities to move them forward and to consolidate their existing skills. If children suggest other activities, she does not always return to her plans. Consequently, children's next steps are not always followed through. Similarly, children's progress is not tracked towards the early learning goals. Consequently, plans and progress cannot be easily assessed to ascertain where improvements are required or where particular strengths lie. The childminder encourages parents to share information about their child's learning and development and these observations are included in the child's individual file to identify starting points. The childminder discusses children's ongoing progress on a daily basis and provides parents with a diary so that they have a record of their child's day.

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

Children are very confident and happy as they clearly feel at home in the childminder's care. They are relaxed and comfortable, accessing favourite resources and asking for drinks and snacks to meet their physical needs. The childminder shows them genuine warmth and acceptance, valuing their individual characters and responding positively to their requests. The childminder obtains information from parents about likes and dislikes and children's individual routines. These are respected as the childminder ensures that her routines fit around those of the children, enabling them to rest when they need to. For instance, she makes sure children get to have their naps when they need to and happily brings snack or meal times forward if children are hungry. Plenty of cuddles and affection is shared, enabling every child to feel well cared for and valued.

Children's behaviour is good as they are clear about the boundaries and rules of the home. The childminder patiently explains what is, and is not, acceptable and reinforces this consistently. Where unwanted behaviour is displayed, the childminder calmly reminds children how to behave and offers favourite activities in response to improved behaviour. She recognises the triggers that can lead to unwanted actions and talks to older children about how to prevent situations from escalating. For example, talking about how to play computer games in turn rather than competitively. Children learn how to play together harmoniously as they share toys and take turns. The childminder praises them for considering each other and allowing younger children to have a go at stirring during a baking activity. Self-care is promoted effectively as children feed themselves at snack time and put on their own aprons when taking part in baking. A healthy lifestyle is encouraged as there is a large outside area where there is plenty of room to run around or pedal tricycles. The childminder also takes children on outings to collect leaves during autumn and to visit the park where they have fun on the swings. Children are also encouraged to learn how to keep themselves safe. The fire drill is regularly practised and children are reminded about road safety as they go out and about. This helps them to develop a sense of responsibility for their own well-being as well as helping them to understand how to

respond in an emergency.

Children are supported to acquire new skills and have the capacity to develop and learn effectively, and be ready for the next stages in their learning as the childminder understands the key principles of a good learner and takes time to help children develop self-control, concentration and skills in reading and writing, for example. This is done on an individual level so any special educational needs are fully incorporated and identified.

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

The childminder is dedicated to providing quality care. She has a strong commitment to help every child have a good start in life and aims to do this through the provision of a warm, safe and secure setting, where children can really thrive. The childminder keeps up-to-date with all required training and updates her policies and procedures to ensure that best practice is followed. Children benefit as she brings new ideas into the setting and continually raises the standards of care by following current guidance.

The childminder has a robust knowledge of the safeguarding and welfare requirements and children's safety is well promoted. The home and garden are safe and secure and all procedures are followed to effectively promote children's health and well-being. The childminder is also very clear about her role and responsibility in delivering the learning and development requirements. She has updated her practice in line with recent changes and has devised effective systems to ensure children receive a good range of experiences to help them make good progress across all seven areas of learning.

The childminder has positive relationship with parents, carers and other professionals. She regularly shares information about children's routines and the activities they complete through a daily diary. Any concerns are promptly recorded and shared as required. A review with parents to discuss the progress their child is making and to determine any priorities for their children has not been undertaken. The childminder has evaluated her own provision and has identified some areas for future improvement based on her assessment. This helps to promote continual development.

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	EY371566
Local authority	Staffordshire
Inspection number	821275
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17

Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	14/01/2009
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

