

Inspection date	21/11/2012
Previous inspection date	03/06/2009

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 vast majority of the childminder's practice is based on a secure knowledge and understanding of how to promote the learning and development of young children.
- Children are happy, motivated and eager to learn. They benefit from the stimulating and welcoming indoor and outdoor learning environment.
- Children's language development is given a high priority. The childminder is confident in extending children's vocabulary and helping them build sentences, and as a result, children are becoming confident communicators.

It is not yet outstanding because

- Opportunities to develop children's self-awareness and self-care skills have not yet been fully explored.

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 playroom and kitchen/dining area and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, planning documentation and a selection of policies and children's records.
- The inspector also took account of information included in the self-evaluation form.

Inspector

Christine Armstrong

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and eight years in Uttoxeter. The whole of the ground floor and the front and rear gardens are used for childminding.

The childminder updates her knowledge through specific courses, such as child protection. She is also undertaking a level 3 childcare qualification. She visits the local shops and park on a regular basis. She collects children from the local schools.

There is currently one child on roll in the early years age group who attends full-time. School-age children attend before and after school. The childminder is open all year round from 7am 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:

- help children to develop their self-awareness by: placing mirrors where children can see their own reflection and talking with them about what they see, playfully helping them to recognise that they are separate and different from others by pointing each other's noses, eyes and fingers
- help children to develop their self-care skill by: creating opportunities for moving towards independence by having hand washing facilities within reach.

Inspection judgements

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

The childminder provides a stimulating in and outdoor learning environment that promotes the seven areas of learning. As a result, children are motivated to engage in play and active learning, which helps them to develop characteristics of effective learning. Children's development is effectively supported and extended by the childminder who is playful and skilful in her interactions with them. She spends her time joining in with their play and continually encourages them to develop their communication and language skills. For example, when a child selects picture cards to play with the childminder provides clear, simple, fun explanations and demonstrations about how the cards can be used to match the animal pictures. The childminder models language by providing commentary about they are doing. She effectively uses action songs, rhymes, animal noises and new vocabulary to make the experience rich and fun. As a result, children learn new vocabulary, practise putting words together and develop confidence in expressing thoughts ideas and feelings.

The childminder places good emphasis on following children's lead and encouraging them to make choices. For example, she stores all play resources at children's level to encourage them to initiate their own play and follow their own interest. As a result, children are very busy taking part in activities that support and extend learning. For instance, they look at books, make sounds with musical instruments, play imaginatively

with small world resources and operate simple technology toys. During all of this play the childminder is effective in capturing opportunities to support and extend learning, for example, explaining and demonstrating how to turn the pages of the book, naming instruments, such as tambourine and demonstrating how the sounds of the instruments can be changed.

The childminder effectively uses her observations of children's interests and emerging skills to help her to plan suitable challenging experiences. For example, she extends young children's abilities and interests in playing with open-ended resources, such as play dough. She shows them how to hold scissors to cut the play dough through lots of encouragement and demonstrations to help the children to keep trying and to master the skill. This helps the children to develop physical skills and to learn the benefit of persisting with activities when challenges occur. However, the childminder does not always fully explore opportunities to develop children's self-awareness and independence when the opportunity arises in daily hygiene routines.

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

Children have fun and show a strong sense of belonging within the provision. The childminder provides children with warm, affectionate consistent care in partnership with their parents. This helps children to make a smooth transition from home into her care.

The childminder provides children with warm, affectionate consistent care in partnership with their parents. She develops a good knowledge of children's individual likes, needs and routines. For example, she tunes in sensitively when a young child first awakes from sleep and wishes to stay cuddled up. As a result, children are secure in communicating their needs and preferences, which supports their well-being. They enjoy snuggling up to her for comfort and show high levels of confidence and self-esteem as they explore their surroundings and enjoy interacting with visitors to the setting.

The childminder is very good at modelling behaviour. This contributes to promoting an harmonious environment where children learn to negotiate, cooperate and consider others. Children benefit from the wide and varied range of activities the childminder provides that help them to become aware of and value diversity. For example, children learn simple greetings in different languages and they take part in craft activities that acknowledge and celebrate different festivals.

Children have good opportunities to develop a growing awareness of a healthy lifestyle. They become active and they enjoy first hand experiences of nature as they play on challenging outdoor equipment and collect eggs from the hen house in the childminder's garden.

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

The childminder effectively monitors and evaluates the quality of her provision and demonstrates a clear drive for continual improvements in order to secure children's ongoing achievements. Since the last inspection she has effectively focused her efforts on establishing systems to observe, assess and monitor each child's progress. She is also undertaking a level 3 childminding qualification which has helped her to develop her understanding of good childcare practice. The premises have been extended to include a dedicated playroom and easy access for children to move between indoors and outdoors to enhance their learning experiences further.

The childminder works effectively with parents to support children and ensure their individual needs are met. She shares information about children's experiences and achievements with parents to support children's learning at home. Written comments made by parents demonstrate they feel their children benefit from the loving environment where they progress well in their development.

Arrangements for safeguarding children are good. The childminder has a secure knowledge and understanding of safeguarding issues and the procedures to follow to ensure any concerns regarding children's welfare are reported. She creates an environment that is welcoming, safe and stimulating for children to enjoy their learning. The childminder has had no reason to work in partnership with other external agencies or services to support children in her care, but she understands the importance of partnership working.

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	EY347612
Local authority	Staffordshire
Inspection number	820825
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	03/06/2009
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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