

<b>Inspection date</b>	28/11/2012
Previous inspection date	11/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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's views and ideas are valued by the childminder, which results in children behaving well and forming good relationships with adults and other children.
- The childminder ensures all children are provided with effective challenges, which ensures they develop good self-esteem and confidence and make consistent individual progress in their learning and development.
- The childminder works closely with parents and providers from other settings, such as pre-school teachers to ensure children settle well and their needs are understood and met effectively.
- Children benefit from a constantly improving setting. This is because the childminder seeks and acts upon advice given by the local authority and attends training to enhance her knowledge, which includes 'Widening children's thinking'.

#### **It is not yet outstanding because**

- The childminder provides children with limited opportunities to share and learn about a range of different religious practices and special events, which limits children's understanding of the wider world.
- The childminder has not fully established effective ways to obtain information regarding children's achievements at home, in order to assist her with assessing each child's individual progress.

## 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 back room and kitchen area.
  - The inspector took account of the recorded views of parents/carers.
  - The inspector spoke with the childminder about concerns raised, self-evaluation, monitoring systems and routines.
- The inspector looked at children's assessment records, a selection of policies and procedures to include safeguarding and complaints, and a range of other documentation.

## Inspector

Dianne Sadler

## Full Report

### Information about the setting

The childminder was registered in 2006. She lives with her three children aged 12, 10 and four years old in Stafford, Staffordshire. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden available for outside play.

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

voluntary parts of the Childcare Register. There are currently twelve children on roll, of whom four are within the early years age range. The childminder provides care during all weekdays, all year round. The childminder takes and collects children from the local schools, nursery and pre-school. The family has cats.

### **What the setting needs to do to improve further**

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

- strengthen the positive impressions children have of their own culture and faiths, and those of others, by sharing and learning about a range of religious practices and special events
- improve the assessment of children's learning by supporting parents to share observations made at home with regards to their children's progress.

### **Inspection judgements**

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

The childminder demonstrates a strong understanding of how children learn and develop. She has high expectations of the children and provides them with challenging experiences to ensure they make good individual progress in their learning. Children enjoy easily accessing a wide range of interesting resources and exciting activities planned by the childminder to support them in reaching their full potential. In particular, children enjoy the freedom to choose what to play with and how to play. For example, whilst choosing to paint a picture of fireworks, children decide to paint their own faces. They enjoy a positive response from the childminder who then asks their permission to take a photograph. This encourages children to learn about showing respect for others and to understand their rights to say yes or no which will help keep them safe. Children are confident to express their own ideas and older children are encouraged by the childminder to suggest what activities they would like for the following week. Suggestions placed in a box include being taken to a theme park and going to the cinema. In response, the childminder planned a movie night for all children to enjoy.

Children's achievements are recorded well in their individual 'Profile' folders. Through a range of recorded observations the childminder assesses what children can do and plans how to support them to the next stage of their learning. The childminder knows the children well and talks confidently about their progress and individual needs. She shares her findings with other providers, such as, the teachers at pre-school and parents to

ensure they work together and support children effectively. This ensures children settle well and benefit from consistent care and teaching. However, the childminder does not fully support parents to share what they see their children doing at home and share their achievements. This compromises the assessments made by the childminder of children's progress.

Children develop good literacy skills by exploring a range of different storybooks. They thoroughly enjoy reading about the Wizard of Oz and benefit from using a range of materials to make characters such as the lion, to support the story. Children demonstrate a high level of excitement and perseverance as they find items in the environment to make a tin man, such as tin foil. They also try to find other characters from the story hiding in boxes. They use language for communication and thinking well as they suggest that the characters must live in the boxes. Whilst counting boxes from one to eight with ease and building a tower children develop their skills in mathematics and their understanding of prepositions such as 'on top'. Children also enjoy participating in activities at local toddler groups and walking within the community. This helps them to become aware of the differences between themselves and others. However, children's awareness of the wider world is compromised because the childminder does not ensure children have an awareness of all faiths. Children learn about Christianity, but opportunities for them to learn about other faiths and special events linked to those faiths are limited.

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

Children demonstrate friendly behaviour, initiate conversations and form good relationships with adults which supports their emotional well-being. They enjoy a stimulating and exciting environment and an enthusiastic childminder who ignites their imagination. This prepares them well for their transition to other settings such as pre-school. Children thoroughly enjoy responsibility for carrying out small tasks. For instance, they readily tidy away resources before lunch which helps them to learn about keeping themselves safe. They benefit from constant praise and encouragement for their efforts and are offered a sticker as a reward for good behaviour. This develops their good self-esteem and confidence. Children also attend to their toileting needs most of the time themselves and follow good hygiene practices. They easily manage washing and drying their hands and benefit from accessing their own individual towels. This supports their independence and reduces the risk of cross-infection.

Children enjoy sociable mealtimes. They develop their independence as they confidently go into the kitchen to select items for lunch such as ham, bread rolls and butter. Children confidently prepare their rolls, successfully spreading butter themselves using a knife safely. They count three rolls for lunch, being careful to include the inspector. During lunch, children develop their communication and language skills as they discuss what they did at pre-school and talk about their family members at home. Children also benefit from daily experiences outdoors. Their interest is aroused as they participate in trips to the park where they enjoy a nature walk and show great delight when finding a caterpillar. They develop their physical skills when climbing on large equipment and playing football.

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

The childminder safeguards children well. She has a secure knowledge and understanding of child protection issues and action to take if concerned about a child's welfare. All documentation, including well-written policies and procedures are in place, reviewed regularly and shared with parents. The childminder ensures the setting is safe and secure for children by conducting a thorough risk assessment, identifying all hazards and making them safe.

The childminder also has a good understanding of her responsibilities in meeting the learning and development requirements. She monitors the good individual progress children make in partnership with other practitioners. For instance, she is pro-active in contacting the teachers of other settings children attend, such as pre-school. She ensures she is fully informed of the children's achievements observed in those settings and next steps identified in order to maximise children's learning.

The childminder is conscientious and demonstrates a positive attitude towards her setting and her practice. She has attended a wide range of training events and has put herself forward to be assessed by a quality assurance scheme. She evaluates the setting's priorities effectively and sets challenging targets for improvement. She has made good progress since her last inspection. She has greatly improved her partnerships with parents and now provides them with 'satisfaction survey' forms. The most recent survey indicates parents are happy with the service provided. The childminder has intentions to further improve the surveys by asking open-ended questions so that parents can more easily offer their comments and opinions. In addition, children's records are now maintained well, easily accessible and retained for a reasonable period of time after the children have left the provision.

## 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
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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.
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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

<b>Unique reference number</b>	EY345084
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	888950
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11/12/2009

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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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