

<b>Inspection date</b>	04/12/2012
Previous inspection date	15/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children thoroughly enjoy activities, which are planned by the childminder according to their particular interests and individual learning needs. This supports them in making good progress overall.
- Children enjoy a warm, welcoming and relaxed environment where they form positive relationships and are encouraged by the childminder to make their own decisions. This helps to promote their confidence and well-being.
- Children are effectively safeguarded by the childminder, which helps them to feel safe and secure both in the childminder's home and when out in the community.
- Children are well-prepared by the childminder for their next stage in learning and for changes experienced at home. This ensures children remain happy and well settled.

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

- Opportunities for children to share and learn about the similarities and differences between themselves and others, with particular regard to disabilities, are not fully explored. This does not enhance children's understanding of the wider world.
- Opportunities for parents to be involved in the monitoring of the setting and the assessments the childminder makes of children's learning, are not fully developed. Therefore, opportunities are missed to include parents' views in making improvements to the setting and to the progress children are making in their learning.

## 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, dining area and lounge.
- The inspector took account of the views of parents as given verbally by the childminder.
- The inspector spoke with the childminder about the daily routines, children's learning and self-evaluation.
- The inspector looked at children's development folders, a selection of policies and procedures, which included 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 husband and three children aged two, four and six years in Staffordshire. The whole of the childminder's house is used for childminding. There is a fully enclosed area available for outdoor play. The family has two cats.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll, of whom three are in the early years age range. The setting provides care each week day, all year round.

The childminder attends local toddler groups and takes and collects children to and from the local school. She is a member of the National Childminding Association.

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

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

- enhance children's awareness of the similarities and differences that connect them to and distinguish them from others, with particular reference to disabilities
- improve partnership working with parents by seeking ways in which they can share their views about the setting and about the progress their children are making at home, in order to fully support children's learning and development.

### **Inspection judgements**

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

Children enjoy freely accessing a well-equipped and stimulating environment which includes a designated playroom. The childminder encourages children to explore and move resources from one area to another, which develops their independence and confidence. The childminder has high expectations of all children and provides them with challenging experiences and activities according to their interests and next stage in learning. This supports children to make good, individual progress in most areas of their learning. The childminder constantly supports children to seek solutions and consider how to do things. For example, the childminder responds well to a child who is struggling to complete a 12 piece puzzle. When the child asks 'Which one this goes in?' the childminder responds very well and supports the child to have a go and achieve their goal.

Children enjoy many experiences which help them to learn about people and the community in which they live. For instance, they enjoy participating in activities at local toddler groups and make new friends, which helps to develop their social skills. They benefit from seeing photographs of their families displayed within the environment which

gives them a sense of belonging and raises their awareness of different faiths and celebrations throughout the year. For example, children enjoy making Diwali cards which they decorate with glitter. They select books from the library exploring different festivals, which they bring back to the setting. However, opportunities for children to learn about the differences between themselves and others with regards to disability, are not fully explored which does not enhance their understanding of the wider world.

The childminder regularly observes children at play and successfully uses the information to assess what children can do and to identify their next stage in learning. Children's achievements are recorded well in their individual development folders, using text and examples of their work. The childminder shares her findings with parents and other providers, such as teachers at pre-school and nursery. This ensures all adults involved in children's care and learning work effectively together and children are well-prepared for their next stage in learning. However, there is scope to improve the opportunities for parents to share what they know about their children's learning, in order to provide continuity in their experiences.

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

Children settle very well in the childminder's welcoming home and develop strong bonds with both adults and other children. In the main, children play well together and behave appropriately, showing a clear understanding of the boundaries set by the childminder. When children struggle to share resources, the childminder provides them with clear explanations and gives good support to help them resolve problems for themselves. For example, when an older child complains that a younger child has taken the train which they were playing with, the child is gently guided to a box full of additional train carriages, which pleases the child.

The childminder is particularly sensitive to the changing circumstances children are experiencing at home and ensures they are provided with good support. For instance, to prepare a child for the arrival of a new baby, all children enjoy a trip to the library to explore books about having a new baby sister or brother and to the shops to look at baby clothes and equipment. To celebrate the birth of the baby, children benefit from seeing photographs of the baby displayed in the playroom and of the child's family members attending the christening day. This ensures children are well-prepared for new transitions and continue to feel safe and secure, which supports their emotional well-being.

Children learn good routines which help to keep them safe and healthy. They enjoy sociable mealtimes and are provided with healthy and nutritious foods. To encourage children to try new foods and to develop their learning at this time, the childminder plans exciting new activities. For instance, children enjoy making fruit rockets using a variety of different fruits, developing their physical skills by putting fruit pieces onto bamboo skewers. Children have plenty of opportunities to enjoy fresh air and exercise. They enjoy nature walks in the park and learn to respect and care for the natural world as they show concern for the hungry ducks. Whilst out walking, children practise good road safety procedures. They are encouraged by the childminder to look for the green man and consider when it is safe to cross the road.

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

The childminder has a secure understanding of the safeguarding and welfare requirements and promotes children's safety well. She has attended training to update her knowledge with regards to keeping children safe from harm and shares her well-written policies with parents. The childminder ensures all areas within the setting are well organised and all hazards have been identified and minimised and clearly recorded on a risk assessment document. The childminder enhances children's understanding of personal safety by involving them in the emergency evacuation procedures on a regular basis.

The childminder also demonstrates a secure knowledge and understanding of her responsibility in meeting the learning and development requirements. She effectively plans an interesting programme of activities and experiences and monitors the good progress children are making in partnership with other providers. She is proactive in approaching teachers from the pre-schools and nurseries children also attend and explores their plans for children's learning to ensure they are consistent with her own. For example, when pre-school plans for a child to explore rhyming words, the childminder ensures she extends the child's learning when outside by considering rhyming words of things they can see, such as a tree.

The childminder works closely with parents to ensure the needs of all children are understood and met well. Comprehensive information is obtained from parents before children are admitted to the setting and they are provided with clear information about how the childminder promotes children's learning and development. Parents are kept well-informed about their child's progress in a variety of ways, which includes daily conversations and access to their children's development folders which they are encouraged to take home. The childminder shows a commitment to developing her setting and has successfully improved on the actions and most of the recommendations raised at the previous inspection. For example, she has improved the planning and assessment for children's individual learning and undertakes effective risk assessments. However, there is scope for further improvement by taking account of parents' views or comments with regard to self-evaluation, in order to help develop practice further and in line with their wishes.

### **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.
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>	EY340451
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	820717

<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>	3
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/09/2011
<b>Telephone number</b>	

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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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