

Inspection date	21/12/2012
Previous inspection date	23/04/2009

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

- Children thrive in a calm, relaxed and homely environment provided by the childminder, in which they make good progress in their learning.
- Children develop strong and secure bonds with each other and the childminder. They learn to respect each other which helps develop their confidence and self-esteem.
- Children are happy, motivated and show good levels of independence, curiosity and use their imagination well in play.
- The childminder works closely with parents to ensure she understands and meets children's individual needs well. Self-evaluation takes account of their views and is used to successfully monitor the setting and to set challenging targets for future improvement.

It is not yet outstanding because

- There is scope for the childminder to improve the two-way communication with other providers, such as pre-school teachers, when children attend more than one setting. Opportunities are missed to work together and identify children's individual learning needs in order to maximise the progress children make.

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 lounge, playroom and bathroom.
- The inspector took account of the views of parents/carers included in the self-evaluation.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records, childminder's self-evaluation systems and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

The childminder has been registered since 2008. She lives with her husband and two children aged seven and two years in a residential area of Stafford. The whole of the ground floor of the premises is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder takes and collects children from local

pre-schools and school. She attends local toddler groups on a regular basis.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There is currently one child on roll who is also in the early years age group. The childminder is open all year round from 8am to 5.30pm, 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:

- improve the two-way communication with other providers, such as pre-school teachers, to share information about each child's individual learning needs, in order to fully support continuity in children's learning.

Inspection judgements

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

Children benefit from easily accessing all resources which are stored within their reach in the playroom and lounge. This enables children to explore and select toys which are particularly interesting to them. For example, children really enjoy playing make-believe with the doll's house and small characters. Children play well with each other, acting out familiar situations, such as having dinner and playing on a slide. This develops their imagination and helps them make sense of the world in which they live.

Children are happy and eager to learn. They enjoy being creative and explore a wide range of different materials and media. For instance, children concentrate well as they decorate Christmas trees with different coloured jewels. Children confidently name colours, such as purple and persevere as they try and find a green jewel. They benefit from lots of support and encouragement from the childminder who successfully extends their thinking and learning. For example, she helps them to compare the green jewel to a child's green dress. Children also develop their skills in mathematics and communication and language, which are key attributes that promote children's readiness for school. For instance, they compare the sizes of jewels, clearly identifying which are big and which are little. Children confidently talk about how many 'sleeps' it is to Christmas and count from one to three.

The childminder provides and meets children's individual learning needs well through adult-planned and child-initiated activities and experiences across all areas of learning. She is fully aware of what children can do and has high expectations of them, preparing

them well for their next stage in learning. The childminder completes regular observations of the good progress children make which is recorded well in their individual learning folders and scrapbook. She shares their achievement's and the plans she has for children's future learning with parents.

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

Children develop strong relationships with each other and the childminder. They settle well and are encouraged to show respect towards each other which promotes their self-awareness and good emotional well-being. Children show a good understanding and co-operate well with clear boundaries set by the childminder. For example, they share jewels to decorate their Christmas tree and share items in the doll's house. Children are confident, independent and are constantly expressing their views and ideas. For instance, after choosing to listen to nursery rhymes on a children's compact disc player, one child says to another, 'Come on, let's dance'.

Children receive good support from the childminder to ensure they experience smooth transitions from home to the setting and then into pre-school. She ensures information is exchanged between all concerned with regard to children's routines and individual needs. For instance, she works closely with parents and health workers, when children show particular dislikes towards some foods. She agrees with parents how to encourage children to try new foods, which supports their good health. Children follow effective hygiene routines promoted by the childminder. For instance, they are reminded to wash their hands before snack time and walk safely and confidently to the bathroom. They benefit from accessing a step-up to the sink and their own individual towels, hanging on pegs labelled with their names.

Children enjoy fresh air and exercise daily in various ways which promotes their good health and physical well-being. They access the garden and regularly visit the park, garden centre and farm. At the garden centre children learn about the wider world as they enjoy interacting with animals, such as reindeer, and investigate the Christmas decorations. Children show interest in the activity and confidently recall and discuss the experience with adults after the event.

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

The childminder gives high priority to the safeguarding and welfare of children which protects them from harm. She demonstrates a good understanding of child protection procedures and has accessed training in this area. All aspects of the premises, both indoors and outdoors, are safe and secure. The childminder identifies and minimises all hazards which ensures children learn in a safe and secure environment.

The childminder shows a commitment to continually developing the setting and her own practice. She demonstrates a good understanding of the learning and development requirements. Since her last inspection, the childminder has grown in confidence and has improved on how she observes, assesses and plans for children's individual learning. She

successfully identifies the strengths of the setting and areas for future improvement. For instance, she has plans to access a level 3 training course and set up her own website on the internet to provide parents with easy access to information. The childminder establishes strong bonds with parents and seeks their views and opinions with regard to the setting and the individual needs of their children. Parents demonstrate complete satisfaction with the service provided. They comment on the excellent level of care their children receive and they benefit from accessing a daily diary. They feel well-supported when their children need additional help in areas, such as eating.

The childminder communicates regularly with other providers when children attend more than on setting. She verbally shares information with regards to children's daily routines, behaviour and activities they have enjoyed. She obtains written play plans from pre-school and accesses the daily diary sent home to parents. However, information is not fully shared with regards to children's individual learning. Therefore, the childminder does not have a complete, overall picture of children's individual learning needs as agreed by all adults.

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

Unique reference number	EY372462
Local authority	Staffordshire
Inspection number	821307
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	23/04/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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