

Inspection date

Previous inspection date

10/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 childminder plans varied and stimulating activities which ignite children's interest and fascinations, supporting their development and progress very well.
- The childminder skilfully engages with children, adapting activities and routines to meet their changing needs, feelings and interests.
- The childminder creates a warm, loving and magical environment in which children feel happy and safe and continue to thrive.
- The childminder builds strong and trusting partnerships within the home and with parents and other childcare professionals, establishing secure relationships for all children.

It is not yet outstanding because

- There is scope to improve opportunities to extend children's outdoor explorations and learning, throughout the year.
- Opportunities are not yet maximised for children to access arts and crafts resources during adult-guided activities and imaginative play, in order to represent and extend their ideas.

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 childminder's home and garden.
- The inspector held discussions with the childminder and a joint observation of children's play and learning.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and his self-evaluation form and improvement plan.
- The inspector took account of the views of a child's parent spoken to on the day and from written comments from parents and carers, received by the childminder.

Inspector

Jayne Rooke

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He lives and works together with his wife who is a registered childminder, and their three children aged 10, 12 and 15 years in Burntwood, Staffordshire. The whole of the ground floor and the rear garden of the

premises is used for childminding.

The childminder attends a childminder network group and local children's activity groups. He takes children on outings to the local shops and park on a regular basis. He takes and collects children to and from the local pre-school.

There are currently 11 children on roll, all are in the early years age group and attend for a variety of sessions. He works all year round, from 7am to 7pm, 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:

- extend the provision for outdoor learning by maximising the use of the outdoor space and resources so children can explore, build and role play throughout the year
- extend opportunities for children to represent and extend their own ideas by providing them with an accessible range of creative resources for them to use during adult-guided activities and imaginative play.

Inspection judgements

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

The childminder demonstrates a clear understanding of the educational programmes, varied planning and stimulating activities which ignite children's interest and fascinations. He has a secure knowledge of how to observe and assess children's initial and ongoing progress, which clearly informs next steps planning. As a result, all children in his care make good progress towards the early learning goals and develop the necessary skills in readiness for school. For example, girls and boys are keen to participate in a variety of games which enable them to express their imagination and creativity. They use a wide range of role play resources to enhance their imaginative play, such as dressing up in fire fighter costumes to 'put out the fire'. Older and younger children play happily together, building with the construction toys and inventing their own games with the small world toys, developing positive relationships.

The childminder carefully plans specific activities to enhance children's individual interests and learning. He uses story themes and household resources effectively to add interest and challenge to adult-led activities. However, additional and unusual resources, such as

art and craft materials and tools are not always readily to hand, in order to maximise opportunities for children to represent and expand on their own ideas. The childminder demonstrates sensitivity and care towards children who express anxiety and fear about the 'wolf' in a well-known story. He responds promptly and skilfully adapts the content of the activity, enabling children to talk about how they feel and what would make them happy. He introduces favourite story characters to re-engage children's interest and to help them overcome their worries. Furthermore, he quickly evaluates the effectiveness of planned activities, in order to identify how best to support and extend opportunities for children to work through their concerns, providing positive learning experiences. For example, young children overcome their fear of spiders by attending the garden centre and by inventing funny names for them. They have developed a confident approach towards the family dog, helping them to make positive links between the setting and their own pet at home. This creates a secure and loving environment, which enables children to talk freely about what they know and to communicate their own thoughts and feelings to a trusted adult.

The childminder is actively involved in children's everyday play and routines, encouraging their speech, communication and language at every opportunity. He maintains close visual contact with very young children responding with smiles, gestures and positive vocal sounds to encourage their listening and attention. He introduces number words and counting rhymes as children get ready for their snacks and meals, developing their early mathematical skills.

The childminder recognises the value of the outdoor environment as a stimulating resource to enhance children's enjoyment and learning. He plans regular local walks and outings to the allotment to encourage children's investigations of the natural world and to support their physical development. Children especially enjoy harvesting the fresh strawberries and peas from their planting projects. He is developing useful ideas to expand this aspect of his practice so that children can use the outdoor play area more frequently throughout the year, although this is not yet fully established.

The childminder embraces the well-organised key person system, forming effective partnerships with his co-childminder and other network providers. This helps him to enhance children's care and learning experiences. He develops strong bonds with children and their parents and carers. As a result, children separate happily from their parents on arrival and look forward to him greeting them when they return from pre-school. Children with identified needs receive good levels of support because the childminder is responsive to their needs. He follows guidance information from other support agencies to promote continuity of provision between the setting and home. Parents are provided with detailed information about the prime and specific areas of learning, which helps them to understand the meaning and purpose of the Early Years Foundation Stage learning and development requirements. The provider talks to parents about it when they first start to attend and during on-going discussions about children's development and progress.

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

Children feel safe, settled and happy because the childminder is very attentive to their individual needs. He creates a happy and magical atmosphere in which children have lots of fun, helping them to feel comfortable and confident in his care. He gently affirms expected rules of behaviour, helping young children to understand how to treat each other with kindness and consideration. He maintains a safe and clean home, paying careful attention to children's safety and well-being. Older children learn about safe rules when they travel home from pre-school and know that they must stay close to the childminder when they are outside of the home.

Children's good health is promoted very well because they are provided with nutritious meals and snacks to encourage healthy eating. They gain a good understanding of the importance of good hygiene through the daily routine. The childminder leads by example, offering children hand wipes and tissues to keep themselves clean. All children enjoy regular fresh air and exercise outdoors throughout the day. This helps them to learn about the importance of keeping themselves fit and healthy and to adopt positive attitudes to a healthy lifestyle.

The childminder contributes to the effective organisation of the stimulating, well-resourced and welcoming environment, offering many opportunities for children to make choices and decisions about their own play and learning. As a result, children can easily access toys, books, electronic devices and musical instruments, which add fun and excitement to their day. Children attend a variety of social groups throughout the week, developing their confidence to transfer to new situations and settings, in preparation for school.

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

The childminder supports children's continuing progress effectively because he understands the basis of how they learn and develop. He engages enthusiastically in a varied range of practical activities, which stimulate children's enthusiasm, encompassing the seven areas of learning very well. He demonstrates an accurate understanding of observation and assessment methods, which helps him to plan effectively for each child, taking into account their particular interests, background and needs.

The childminder works in close partnership with his co-childminder to enhance his knowledge and skills, making best use of shared expertise. He demonstrates a secure understanding of the safeguarding and welfare requirements. As a result, he implements established and regularly reviewed policies with rigorous regard to risk assessments, health and hygiene and supervision arrangements. Consequently, children's safety and protection is assured.

The childminder is developing a carefully considered approach towards self-evaluation, identifying his specific strengths accurately, such as, his practical involvement in children's play and learning experiences. He takes time to review his priorities for improvement, setting clear and achievable goals to advance his professional qualifications and is currently working towards a level 3 qualification in childcare. He welcomes the support

and experience of other practitioners as a tool for further professional development and shared learning, leading to effective partnerships within the childcare community. He maintains and develops strong and trusting partnerships with parents and other professionals, helping him to support and enhance children's individual needs. This ensures that all children receive timely and prompt support, so that they can continue to progress in all aspects of their development. Parents and carers speak highly of his sensitive and supportive involvement with their children, valuing his contribution to their child's safe care and enjoyment.

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	EY449613
Local authority	Staffordshire
Inspection number	807430
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	Not applicable
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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