

Inspection date	10/01/2013
Previous inspection date	19/01/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder uses her extensive knowledge of the educational programmes to create inspirational learning experiences for children in her care. She uses a wide range of exciting and stimulating resources to significantly enhance children's enjoyment and learning, nurturing the characteristics of effective learning.
- Observation and assessments are used exceptionally well by the childminder, to focus on children's individual learning styles and interests, leading to precise planning of next steps and highly successful outcomes for all age groups.
- Children thrive within the childminder's welcoming and inclusive home, benefitting from her positive and enthusiastic energy. They receive excellent levels of support, enhancing their confidence, abilities and personal relationships.
- The childminder demonstrates excellence in all aspects of her work and is highly effective in leading inspirational practice. She uses self-evaluation exceptionally well to guide and inform her practice, setting challenging targets for future improvement.

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.
 - 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, her self-evaluation form and improvement plan.
- The inspector took account of the views of a child's parent spoken to on the day of inspection 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 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives and works together with her husband, who is a registered childminder, and their three children aged

10, 12 and 15 years in a house in Burntwood, Staffordshire. The whole of the ground floor and the rear garden is used for childminding.

The childminder organises and attends a local childminder group. She takes children on regular outings within the local community and surrounding areas. She collects children from local schools and pre-schools. There are currently 11 children on roll, all are in the early years age group and attend for a variety of sessions. The provision is open 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 arrangements for high quality partnership working with other settings providing support for children with identified needs, in order to enhance continuity and expand learning and development opportunities further.

Inspection judgements

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

The childminder demonstrates an exceptional understanding of the educational programmes, which enables her to create inspirational learning experiences for children in her care. She responds exceptionally well to children's spontaneous ideas and interests, adding a wide range of fun and exciting resources to enhance their play and learning. For example, babies and young children express feelings of anticipation and excitement as they play hide and seek under the 'scrunchy', silver blanket. They engage enthusiastically in musical activities, which heighten their sensory awareness, moving their bodies in different ways as they jiggle about to a variety of rhythms and sounds. They show high levels of curiosity and interest as they reach for and handle, many interesting objects made of wood, plastic and metal, further enhancing their sensory experiences. Older children select and use different instruments of their choice to copy and 'bang out' rhythmic patterns, as they listen to and sing their favourite nursery rhymes and songs. They join in with each other and sometimes lead the play, inventing different ways to tap out sounds by using a metal tin. As a result, children's communication, understanding and creativity is significantly enhanced, helping them to develop the characteristics of effective learning.

The childminder skilfully identifies children's particular 'learning schemas', adapting routines and activities to fit in with children's specific and individual thought processes.

Based on her careful observations, she provides interesting and stimulating opportunities for children to build, sort and construct with chains, rope-ladders, tins and various other materials. This helps them to explore their fascinations and to take ownership of their imaginative and creative play. Children of all ages develop their physical skills, gaining their balance when they are ready to start walking and by co-ordinating their small and fine movements, as they move and handle larger toys and a variety of creative materials and tools.

The childminder is sensitive to the needs and changing emotions of each child, creating a happy and relaxed atmosphere, where they feel comfortable to talk about what they know and understand. She provides a wide range of books and other toys that help children to explore the world around them, helping them to develop a greater understanding of people and communities. Children enjoy varied and exciting outings to many places of interest, which broadens their learning experiences outside of the childminder's home. For example, they particularly enjoy attending other activity groups and participate regularly in community festivals, celebrations and charity events. As a result, children build positive personal and social relationships and develop a strong sense of community.

Children freely access toys and equipment from a number of areas around the home, enabling them to make considered choices and decisions about what they want to do and play with. The childminder plans effectively for this child-initiated learning, offering additional resources to enhance their skills and abilities. For example, she introduces writing materials to children's creative play, enabling them to make marks and patterns to form recognisable words and pictures, as they learn how to write and draw. Books are readily accessible, which children frequently choose, developing an early interest in reading for pleasure. This interest is further enhanced through regular visits to the library. The childminder actively encourages children and parents to share her resources and ideas, to promote and extend children's learning opportunities at home.

The childminder has devised highly effective observation and assessment methods, which help her and her co-childminder, to plan relevant and stimulating activities for all children. The childminder maintains a specific focus on each child's approach to learning and their different needs and abilities, which successfully guides and informs her planning of their next steps in learning. This contributes significantly to children's continuing and often rapid progress towards the early learning goals, as they gain the skills they need to approach their next stage of learning.

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

Children enjoy close and comforting relationships within the childminder's warm and inclusive home, helping them to feel confident and re-assured. They thrive in the childminder's care because she inspires their enthusiasm with her positive energy. She demonstrates an extensive knowledge of the procedures for supporting children with identified needs, paying close attention to their individual care and requirements. This enables all children to take a full and active part in all aspects of the provision.

Children manage their self-care routines with increasing control and independence,

recognising the importance of keeping themselves clean. For instance, they learn how to sing the 'wishy-washy' song while they wash their hands, to ensure they have cleaned them thoroughly. Babies are introduced to good hygiene routines, as they have their hands washed after having their nappy changed. Older children understand the importance of a healthy diet, making sure that they have eaten their fruit and reflecting on the benefit that this has on their health and growth. Children are involved in practical activities, which encourage them to prepare their own food and drinks, enhancing their level of independence and responsibility. They enjoy regular fresh air and exercise, which helps them to keep themselves fit and promotes an active lifestyle.

Children's safe care is highly prioritised, ensuring they can play safely both indoors and outside. Older children learn how to walk on the 'safe side' of the pavement, away from the road, establishing sensible safety rules. Younger children follow simple safety rules, such as keeping 'bums on seats' and 'feet on the floor' to discourage them from climbing and falling off the chairs. They are beginning to take responsibility for the safety of others, holding the hands of smaller children when they are out and about. This helps children to adopt safe behaviour and to understand risk and consequences.

The childminder promotes positive behaviour and considerate attitudes towards others by setting simple 'house rules' that are easy for children to understand. She sets clear boundaries and expectations, helping children to know what they can and cannot do. She fosters 'friendship', 'kindness' and 'sharing' by involving children in routine tasks, such as 'gathering nappies for a friend' and giving toys to others to play with, until it is their turn to play with them again.

The childminder's home is very well-organised, giving children space for active play indoors and outside, as well as opportunities for quiet and rest when needed. Low-level tables and chairs provide a place for children to sit when they wish to concentrate on a task and for social gatherings at snack time. Other areas of the home are used for children to store their personal belongings and to display their art and craft work, as well as displaying useful information for parents about all aspects of the provision. This promotes a sense of belonging.

The childminder has established very strong links with local schools and many other community provisions, fostering supportive networks between most settings. This creates smooth transitional arrangements when children are ready to move on to pre-school and school.

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

The childminder is a highly motivated practitioner, setting high standards for herself and others, to achieve exemplary standards of care and learning for children in her care. She undertakes extensive training to advance her professional knowledge and skills and keeps up-to-date with current child development information through extensive research. This helps her to initiate innovative projects to support and enhance the practice of other childcare professionals, as well as benefitting children's continuing progress and

development. For example, she recently engaged a group of male childminder's in a network forum meeting, to review their views and understanding of their professional roles and responsibilities. This resulted in a greater understanding of how children learn through play and the positive contribution of the male practitioner, to enhance children's all round development. Furthermore, she constantly reviews her inclusion policy, which helps her to promote equality and diversity in all aspects of her work. She identifies significant opportunities to enhance children's understanding of the world around them, setting strategic plans to introduce a wide range of resources that reflect the lives and traditions of other communities, such as asylum seekers, refugees and travellers.

The childminder is vigilant about all of the safeguarding and welfare requirements, demonstrating a strong commitment to promoting children's safety and well-being. She follows rigorous safeguarding procedures to ensure that children are protected from harm and neglect, taking into account the unique circumstances of each child. This enables her to provide sensitive support, leading to positive outcomes for children and their families. She mentors her co-childminder effectively, developing consistent practice and procedures, which guides and informs key person responsibilities. This ensures that children receive individual care and support that reflects their needs, feelings and preferences.

The childminder uses self-evaluation methods exceptionally well as a reflective tool, to identify her considerable strengths and to plan for future developments. As a result, she places a strong emphasis on parental involvement in children's learning, sharing resources, such as their child's 'memory book' and development record to inspire ideas for learning at home. She welcomes parents to stay and play with their child when they collect them, developing further opportunities for shared knowledge and skills. She introduces a wide range of resources and information guidance to support parents in a variety of situations, so strengthening partnerships. She acknowledges that, whilst she is working well with other organisations and settings, such as schools and pre-schools, to promote continuity of care and enhance learning opportunities for older children, there is scope for improvement in extending partnerships with special educational needs settings to further enhance the progress, abilities and skills of children with identified needs. The recommendation from the previous inspection has been successfully addressed as children enjoy many opportunities for outdoor play throughout the day. The childminder utilises the specific skills and interests of her co-childminder, who is currently looking at ways to extend this aspect of the provision.

The views of parents, carers and extended family members are highly valued, leading to positive and productive relationships. Parents and carers speak highly of the childminder's 'fantastic' commitment to their child and family, valuing her 'enormous help and flexible care arrangements'. They state that their child is 'excited' to attend and benefits 'hugely' from the wide range of stimulating activities provided. Grandparents and siblings are welcomed as part of a child's extended family, building further strong and positive relationships.

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	EY293023
Local authority	Staffordshire
Inspection number	848790
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	19/01/2011
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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