

Inspection date

Previous inspection date

15/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision is satisfactory

- Children's well-being is supported well. The childminder provides a safe, caring and loving environment and develops strong relationships with the children and their families.
- The childminder has given careful thought and consideration to making sure that her home is safe and secure. She has assessed the risks to her premises well and has minimised these, so children are able to use all areas of the downstairs in their play.
- Children's good health is promoted well through effective daily routines, healthy snacks and meals and regular access to interesting activities outside of the setting.
- The childminder joins in with children's play. She confidently extends their vocabulary and helps them develop their language skills.

It is not yet good because

- Systems for self-evaluation are not yet fully embedded and do not clearly identify strengths and weaknesses effectively.
- Play experiences offered in the home do not cover all seven areas of learning, within the educational programme.

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 main downstairs play rooms.
- The inspector spoke with the childminder at appropriate times throughout the observations.
- The inspector looked at documentation and a selection of policies and children's records.

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and two children in a house in Stoke-on-Trent. The whole of the downstairs is used for childminding. There is an enclosed garden for the children's use. The family have two pet cats.

The childminder is registered to care for five children at any one time. There is one child on roll in the early years, who attends for two days each week. The childminder receives

support from the local authority. She is a member of the National Childminding Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the educational programme offered to involve activities and experiences to support children's learning and development across the prime and specific areas of learning.

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

- develop systems for ongoing reflection and self-evaluation by identifying strengths and weaknesses in order to develop practice further.

Inspection judgements

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

The childminder provides a range of activities within an environment that supports child-initiated play. However, the educational programme offered in the home does not cover all of the seven areas of learning. The childminder makes good use of local toddler groups, through twice weekly visits to develop and extend learning opportunities. For example, children have access to a wider range of creative and expressive arts experiences, such as different types of painting at one toddler group, and are able to develop their physical skills at another local play facility. The childminder offers a routine that allows young children to make decisions about what they would like to do which means that they have sufficient opportunities to play, explore and actively learn. The young children develop their own play and begin to play imaginatively, loving picking up big teddy bears. They show an interest and copy one another's actions; for instance they push dolls' buggies around the play rooms and laugh together, developing good relationships. Children's personal, social and emotional development is strong because the childminder is supportive, caring and promotes a calm friendly and respectful atmosphere.

The childminder listens and joins in activities, motivating children and encouraging their use of language. For example, one child starts to sing a popular song and she joins in and increases the child's interest, so that another child starts to sing as well. Children are developing an awareness of numbers as they attempt to count the number of grapes they have to eat at snack time. Their understanding is further developed as the childminder uses mathematical language, asking the children if they want more, do they want the

grapes cut in half and when child starts to make a pattern with the grapes she asks him if he is making a circle or a square.

The childminder has a sound understanding of the progress that children make from their starting points. She completes monthly observations which include the majority of the seven areas of learning and identifies the next steps to help plan for children's development. She has developed a method to track children's progress and plans to share this information and the observations with another setting attended by a child for the two-year-old progress check. The childminder shares her observations and assessments with parents and includes information that they have shared with her.

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

The children feel very secure and happy with the childminder, who promotes a homely, friendly and caring environment for the children in her care. She develops strong bonds and secure attachments with the children, thus fully supporting their well-being and emotional development. The childminder knows the children very well and her relationships with them and their families are secure. She is interested in what the children do and say and spends considerable amounts of her time playing with them and engaging in their chosen activities. Transitions are well supported and children are prepared for the next stage of their learning because the childminder has developed good links with other settings.

Behaviour is very good and children are encouraged to develop an understanding of good manners. For example, the childminder encourages children to say please, when asking for more grapes at snack time. Healthy lifestyles are encouraged as regular weekly visits are made to a local play facility with large play equipment. In addition, healthy snacks are provided, water and drinks are freely available and children have a well-balanced lunch.

The childminder has given careful thought and consideration to making sure that her home is safe and secure. Risk assessments are thorough and reflect a homely environment that young children feel comfortable in. The home environment allows children good access to a range of interesting and good quality resources, games and activities, which they access independently.

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

The childminder has an appropriate awareness of safeguarding procedures and is confident that she would know what to do if there was a concern about a child in her care. All required documentation is in place. She has attended training to develop her understanding of safeguarding matters and fully recognises the importance of protecting children. The childminder keeps children safe and secure through effective supervision. She completes detailed risk assessments of her premises and for outings identifying potential hazards, and taking action to minimise them. For example, a cupboard door lock

under the sink had broken and until it could be replaced the contents of the cupboard were securely and safely stored out of children's reach. She encourages routines which help keep children safe, for instance using sturdy steps to allow children to reach the hand basin and wash their hands independently.

The childminder has developed good relationships and partnerships with parents and liaises with them informally in relation to children's care needs and shares observations and information about activities they complete. She ensures that she knows about other provision where children spend time and plans to provide information to them to support the two-year-old progress check. The childminder has undertaken some training to improve her knowledge and understanding of the Early Years Foundation Stage and to help develop her service. However, self-evaluation is in the early stages of identifying strengths and weaknesses in the provision in order to promote further improvements. She has yet to make realistic plans for improvement and development of her provision. The childminder has started to monitor the educational programme offered through the observation and assessment systems.

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	EY449703
Local authority	Staffordshire
Inspection number	811237
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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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