

**Inspection date**

16/01/2013

Previous inspection date

01/12/2008

**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**

- The childminder uses her professional knowledge and skills well to support and enhance children's learning. She takes time to get to know children individually, so that she can plan a broad range of activities which hold their interest, taking into account their preferences and abilities.
- Children consistently demonstrate the characteristics of effective learning in their play and explorations, because they receive high levels of praise from the childminder for being 'very clever'. This raises children's confidence and willingness to learn.
- Children feel comfortable, safe and re-assured within the childminder's warm and welcoming home. The childminder explains expected rules of behaviour in a caring and sensitive manner, so that children know and understand what they can and cannot do.
- Partnerships with parents, carers and other childcare professionals are strong and supportive, leading to beneficial outcomes for all children.

**It is not yet outstanding because**

- The childminder does not always make effective use of the additional space available within her home and garden. This minimises opportunities for children's greater freedom of movement and the extension of learning opportunities outdoors.

## 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 converted play room.
- The inspector spoke to children and held discussions and a joint observation of children's play and learning with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and qualifications, her self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers, from written information received by the childminder.

## Inspector

Jayne Rooke

## Full Report

### Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged 12 and nine years, in a house in Amington, Tamworth, Staffordshire. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a childminder group and the local children's centre. She visits the local shops and park on a regular basis. She collects children from local schools and pre-schools.

There are currently seven children on roll, five are in the early years age group who attend for a variety of sessions and two are of school-age, who attend before and after school. The childminder is open all year round from 7.30am 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:**

- review the organisation of rooms and resources in order to maximise opportunities for children to enjoy greater free movement and to take part in extended learning activities, indoors and outside.

### **Inspection judgements**

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

The childminder demonstrates good knowledge and understanding of the educational programmes, organising her time effectively to support and enhance children's learning. She provides a variety of interesting and enjoyable experiences for all children, taking into account their skills, abilities, needs and interests. As a result, children consistently demonstrate the characteristics of effective learning in their play and explorations. For example, older children talk confidently about their favourite games and activities, showing how to dress their dollies and how they can dance and sing. They enjoy the company of their 'best friends' and know that their teddy is a source of comfort when they feel tired or sad. They talk positively about themselves and look forward with excitement to forthcoming events, such as, their next birthday and when they go to school. This shows a secure sense of self and an ability to share their thoughts and opinions with others.

The childminder takes a keen interest in what children say and do, asking open-ended questions which encourage them to develop their knowledge and skills. She asks children to think about how they can move their bodies in different ways, in response to songs and rhymes, prompting them to slide across the floor like a 'slithery snake'. Children giggle and laugh as they move about, coordinating their small and large movements. Children

excitedly name a 'snail' and a 'slug' as they consider the initial sounds of groups of animals beginning with 'S', developing their phonic knowledge. They receive high levels of praise for being 'very clever', raising their confidence and willingness to learn.

Children of similar ages are sociable and play happily together. They show good levels of co-operation, as they work out if the big doll will fit into the small car, developing their problem-solving abilities. They delight in showing how to push and press buttons to make the dancing dolly turn around, demonstrating a sense of pride in their understanding of simple technology equipment. Younger children show fascination and interest in their surroundings, helping themselves to a variety of toys which are readily accessible to them. They busy themselves with the soft toys, dressing and undressing them during their imaginative play. They focus intently on a task as they attempt to fit a hat onto their teddy, seeking help from the childminder when needed. This shows a growing sense of independence and self-awareness.

The childminder engages children in conversations during their everyday play and routines, enhancing their speech, communication and language. She invites younger children to talk about their family pets and home events, emphasising new and familiar words to extend their vocabulary. She listens carefully to what older children say, showing sensitivity and understanding towards them when they express feelings of unhappiness and frustration. This enables children to manage their feelings and behaviour in a supportive environment.

Observation, assessment and planning information is used effectively, to ensure that children make good progress towards the early learning goals. The childminder shares useful information about children's development with their parents and carers, providing opportunities for them to continue with their child's learning at home. Rooms and resources are well-organised overall, with some limitations in the use of space outside of the small playroom.

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

The childminder acts as positive role model, helping children to form strong bonds and to develop caring and considerate relationships with others. She establishes consistent routines so that children feel comfortable, safe and re-assured within a familiar and welcoming environment. She gently re-affirms expected rules of behaviour so that children know and understand what they can and cannot do, taking into account their individual needs, level of maturity and capabilities.

Children gain a good understanding of how to keep themselves and others safe. For example, the childminder sensitively re-directs the boisterous play of younger children, offering clear explanations of risk and consequences. She offers an alternative choice of toys and soft play equipment, so that they can continue with their game in a safe way, maintaining their interest and understanding. Older children learn about road safety when they walk to and from school, helping them to understand when it is safe to cross the road.

The childminder pays close attention to developing children's understanding of healthy eating. She plans varied good health activities and projects, helping children to identify what to eat and drink for strong bones and healthy growth. The childminder distracts children from eating sweet and savoury snacks, explaining that too many sweets will not be good for their teeth. She provides nutritious fruit and salad snacks, promoting healthy food choices from an early age. Children enjoy fresh air and exercise at routine times throughout the day, promoting their healthy growth and development.

The childminder's home is well organised overall. The converted playroom contains a wide range of attractive toys and resources which children can reach easily, enabling them to make some choices about what they want to do and play with. However, their free movement is overly restricted to this smaller space, limiting their creativity and exploratory senses. Children enjoy regular outings in the local community and play outside in the garden, particularly during the summer months. However, the outdoor environment is not yet used to its full potential, limiting opportunities for children to enjoy outdoor exploration throughout the year.

The childminder builds good community links with local schools and other childcare provider's, ensuring that children socialise with other children and adults. This helps them to adapt to new situations and settings with confidence and to develop the skills they need when they are ready to move to their next stage of learning.

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

The childminder understands how children learn and develop, based on her many years of experience working with children in the early years age group. This helps her to plan and organise a stimulating range of activities and events that hold children's interest and to support their continuing progress towards the early learning goals. The childminder uses observation and assessment guidance well to identify what children already know and can do, together with information obtained from parents, when their child first starts to attend. This enables her to plan for each child's next steps of learning, based on their prior knowledge, existing skills and abilities.

The childminder maintains her provision efficiently. She pays close attention to the safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage. The childminder has secure knowledge of how to protect children from harm and neglect, recognising the early signs and symptoms of abuse. She has a clear safeguarding policy, which guides and informs her practice, as well as keeps parents informed of her legal roles and responsibilities. This re-assures parents and carers that their children are safe and well cared for.

The childminder continually reflects on her practice, as part of her ongoing self-review. She understands where her key strengths lie and identifies her priorities for improvement, to drive forward her professional practice. For example, she has recently introduced speech and language activities, which focus on rhyming songs and sounds, helping to

build children's confidence and vocabulary. She has clear plans in place to extend the use of the outdoor learning environment eventually, by developing a 'children's garden' so that children can plant and grow their own fruit and vegetables, nurturing children's understanding of good health and nutrition. The action and recommendations from the previous inspection have been successfully addressed, leading to improved outcomes for children and their parents. For example, the childminder communicates well with parents about all aspects of children's development and learning, ensuring that observations and assessments are relevant to children's individual learning styles and interests. She now uses a wider range of resources within her home and in the local community, to enhance children's learning, enjoyment and communication skills. She has developed a consistent approach to self-evaluation, using Ofsted guidance to inform her evaluative practice. She undertakes regular training to keep up-to-date with current requirements and regulations and child development information, such as the Early Years Foundation Stage Review and a recent study concerning children's fascinations.

The childminder fosters warm relationships with parents, carers and other childcare professionals, extending her community links beyond her own setting. This enables her to work closely with all those involved in each child's life, and to provide additional support and assistance when needed. The childminder received a number of written comments from parents, who praise her highly for the influence she has on their children's confidence and advanced abilities. They value her reliability and find her supportive and friendly nature particularly re-assuring, which helps them to form strong bonds and positive relationships.

### The Childcare Register

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

### 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

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY296371      |
| <b>Local authority</b>             | Staffordshire |
| <b>Inspection number</b>           | 820157        |
| <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>      | 6             |
| <b>Number of children on roll</b>  | 7             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 01/12/2008    |
| <b>Telephone number</b>            |               |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## **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.



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

