

Inspection date	21/01/2013
Previous inspection date	15/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 form good relationships with the childminder and each other as they enjoy spending time playing with an extensive range of resources within the home and at a wide variety of groups. Children settle very well and have their individual sleep and meal time routines very well met.
- Children make good progress in all areas of their learning and development as they benefit from the childminder's experience, knowledge and effective planning of exciting activities, such as crafts and baking.
- The childminder makes ongoing improvements to her practice and she has a clear vision of areas for development, ensuring children thrive and benefit from a good quality care and learning environment. For example, introducing child and parent questionnaires and regularly taking children to the library.

It is not yet outstanding because

- There is scope to extend further opportunities for writing and giving meaning to mark making, such as in role play and other activities.

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 downstairs rooms.
- The inspector held discussions with the childminder and children when appropriate.
- The inspector looked at a sample of children's records and assessments.
- The inspector checked evidence of suitability and qualifications of the childminder, including the self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and included in the childminder's parent surveys.

Inspector

Diane Hancock

Full Report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also a registered childminder, in Hereford. The whole of the property, with the exception of the cellar, is used for childminding purposes. The property has ease of access with toilet and washing facilities located on ground floor. There is a fully enclosed garden to the rear. The

family has two cats.

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

There are currently 22 children on roll, nine of whom are within the early years age range and attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the National Childminding Association and involved in the local support group. The childminder has an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- strengthen the programme for children's development in literacy, for example, by extending opportunities for writing in role play.

Inspection judgements

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

Children thrive in this fun, stimulating environment when they enjoy an extensive range of activities in the local community and within the home. The childminder plans activities often around a topic, sometimes relating to a festival or the environment. For example, during the snow the children played with shaving foam, pictures of animals in the snow are on display and the children used chalk to make snowman pictures. The childminder extends their skills by encouraging the children to draw circles for the snowman. She plans activities in advance, such as buying snowman wrapping paper for children to develop their scissor skills cutting out the snowmen for the snow pictures. Children are engrossed and are praised for their achievements.

Children develop good fine motor skills as they benefit from lots of opportunities for this, including threading dyed dry pasta, where they proudly make pasta necklaces for themselves, supported by the childminder as she talks about the colours. Children show good concentration and focus during activities, which helps prepare them well for school. Children enjoy drawing and practise their emergent writing and record how many birds they have seen at the bird table. However, there is scope to extend the opportunities for children to use writing for a purpose in their role play.

Children thoroughly enjoy their role play and dressing up outfits, such as pretending to be animals, doctors and princesses. They like to look at themselves in the mirror and walk around proudly with their dolls, handbags and new sparkly shoes. Children communicate very well with one another, developing a good sense of imagination. They make good progress in their language, benefiting from the childminder's knowledge of how children learn their sounds. She spends time singing with the children to encourage their language development. The childminder extends children's learning in a fun way by using props, such as bottles with different shapes on when singing a counting song to promote children's understanding of numbers and shapes. Children develop their knowledge of weight and measure alongside healthy eating when they enjoy baking activities, for example, when making fruit pies, a Christmas log and carrot cakes.

The childminder knows the children well as she spends time playing with them and assessing their abilities. She completes regular detailed assessment reports demonstrating the children's progress across all areas of learning, with contributions from parents. She identifies children's next steps in their learning and shares this along with photographs for parents.

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

Children settle very well as the childminder takes time to get to know new babies through introductory sessions. She follows detailed guidance on routines she has gathered from parents to ensure consistency of care and security, resulting in children's individual needs being very well met. Children are very happy to come and play; they have positive relationships with the childminder and form close friendships with each other. They like to spend time doing the same activity and play very well together. The childminder works with parents if needed to support children's behaviour. On the whole they behave very positively and respond well to her guidance, routines and praise. She keeps the children busy and engaged by introducing new activities.

Children are sociable, confident and eager to learn and get involved in activities. They benefit from the wealth of experiences gained by attending various groups at the children's centre and developing their social skills. Children develop their independence and self-care skills through the childminder's encouragement, for example, to put on their own shoes. All these activities and skills ensure children are well prepared for pre-school and school.

The childminder is committed to ensuring children develop good habits for healthy eating. She provides a wide range of nutritious snacks and light meals as children are encouraged and praised for healthy eating and trying a variety of foods. They eagerly and politely ask for more fruit and salad. Children have healthy appetites and enjoy the time spent together at the table eating and talking in a relaxed environment. They have access to their water at all times. Children learn appropriate hand washing routines and that the use of paper towels prevents cross-contamination. Babies develop their walking skills with use of appropriate aids and support, while older children develop their physical skills as they visit a variety of parks. Children benefit from fresh air and exercise daily as they walk to the toddler groups and pick the older children up from school.

Children learn about maintaining a safe environment as they are encouraged to tidy away when they have finished playing with an activity and handle scissors safely. Children develop a good knowledge of road safety as they talk about this and use the phrase 'wake up the green man'.

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

Children benefit from the childminder's experience and appropriate qualifications. She is committed to the families of the children she cares for and has provided a reliable childcare service for many years, getting to know the families very well. The childminder keeps up to date with recent changes in the Early Years Foundation Stage Framework and is involved in the childminder support group. She attends ongoing training, in particular by developing a detailed assessment process to enable her to meet children's needs more effectively. This meets the recommendation made at the last inspection. She undertakes regular self-evaluation working closely with her co-childminder to identify precise actions for development, showing a good capacity for improvement.

The childminder has a good safeguarding knowledge and has important contact details easily to hand should she be concerned about a child's welfare. She works closely with the children's centre when appropriate. The childminder provides a safe and secure environment; she has stringent fire safety procedures, risk assessments and safety measures, such as use of harnesses and door wedges, to keep children safe. An extensive range of good quality resources are stored in a safe manner. Children are protected from the sun with a large sun canopy in the garden in the summer. The childminder has detailed policies, documentation and routines in place to ensure children's health care needs are well met. She gathers detailed information from parents to ensure she meets children's individual needs, especially in regard to sleep patterns and meal times.

The childminder has very good relationships with parents and she keeps them very well informed through discussion, photographs and documentation. A clear diary for parents with babies and new children ensures they are well informed of the care, activities and achievements. Parents are very involved in discussing and contributing to children's assessment reports, working closely to promote children's individual learning and development together. Parents comment that children are very happy to come, settle quickly and enjoy a wide range of activities, and parents appreciate the homely environment. The two-year-old progress check is given to parents to share with the health visitor when needed. The childminder is proactive in her communication with other early years providers as she shares appropriate information to meet children's needs effectively.

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	223438
Local authority	Herefordshire

Inspection number	866086
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	22
Name of provider	
Date of previous inspection	15/04/2009
Telephone number	

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

