

## Inspection date

Previous inspection date

11/02/2013

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 3

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 are happy and settled with the childminder, who provides them with constant attention, reassurance and praise, which helps them to settle and feel secure in her care.
- The childminder has a very sound awareness of safeguarding procedures, ensuring that any concerns can be managed swiftly and appropriately in a child's best interests.
- Children are making steady progress in their learning and development as the childminder supports their language and communication appropriately through purposeful conversation, songs and rhymes.

### It is not yet good because

- Partnerships with other providers or settings children attend are not yet sufficiently established in order to fully support children's learning and development consistently.
- Opportunities for children to enjoy the processes of creative play, explore textures and use a variety of media are not fully considered to effectively promote their creativity.
- Self-evaluation is evolving but is not yet robust enough to clearly prioritise weaker aspects of the practice, such as extending children's creative play.

## 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 practice and interaction between the childminder and the children.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of the written views and comments from parent questionnaires obtained by the childminder.
- The inspector carried out a safety check on the premises.
- The inspector examined a range of documentation including records to assess the childminder's training qualifications, children's records, policies and procedures, and children's developmental records.

## Inspector

Patricia Webb

## 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. She lives with her husband and three

children aged nine, five and two years in Wombourne, Staffordshire. The family has some goldfish. The childminder collects children from the local schools and pre-schools.

There are currently four children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder also offers before and after school provision for older children. She operates all year round from 7am to 6.30pm Monday to Friday, except for family holidays.

### **What the setting needs to do to improve further**

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

- improve partnership working with other settings children may attend to ensure that they fully benefit from continuity, get the help and support they need and that a shared understanding between all those involved with individual children can be established.
- improve understanding of effective teaching and learning by valuing the process of investigating and experiencing things rather than focusing on a finished product; for example, by providing a wider range of media and materials, such as, cornflour gloop, rice and pasta, to extend children's interest in textures.

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

- improve self-evaluation by carefully monitoring the overall practice in order to raise expectations for children and target areas for improvement more clearly.

### **Inspection judgements**

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

The childminder has a suitable understanding of the learning and development requirements. Children are supported in making satisfactory progress as the childminder has begun to use the 'Development Matters in the Early Years Foundation Stage' guidance to assess their progress. She is aware of the progress check at age two and is seeking to attend training to develop this further. She is not caring for any two-year-old children at present.

The childminder knows what children can do and what their main interests are, and uses these indicators appropriately as starting points for her planning. For example, a baby is progressing from crawling to attempting to pull to standing, and the childminder places favourite cars and musical toys on the settee to encourage the child to explore further and

reach up. Verbal feedback is given daily to parents and they are being encouraged to become actively involved in their children's learning and development at home.

Children enjoy making their own choices in their play as they access the well-presented resources. They crawl avidly to the musical shape sorter and the childminder enhances their early communication. She chats constantly about the actions and shapes, and giggles with surprise along with the child when a character pops up from the toy. She has noted how children's communication and language is developing and ensures that the prime areas of learning and development are uppermost in her observations and assessments. The childminder is aware of promoting spoken English through providing suitable activities that prompt conversation, and through children enjoying regular stories and songs. The childminder is aware of how children are supported in being ready for the next big steps in their lives, such as moving on to school. There are adequate arrangements in place to pass on information from other settings to parents. This is because as the current children that this applies to receive the majority of their early education in a different setting. The childminder has yet to establish this process more effectively to fully ensure that all aspects of children's learning and development needs are fully understood and supported by all concerned in a consistent way.

Art and creative activities are planned as children prepare to make their Valentine cards. The childminder has not fully considered some of the characteristics of effective teaching and learning as she tends to be more focused on the finished article rather than considering how the child is enjoying the process, experiencing and investigating the textures. She has not thought about using other materials or media, such as cornflour gloop, rice or pasta, to further extend young children's development in making marks, honing their coordination and exploring textures. She is, however, eager to expand her knowledge in presenting such activities more effectively.

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

The children are settled, supported and nurtured by the childminder, who takes her role seriously. She obtains key information from parents at the start of a placement to ensure that individual needs and routines are known and met. This helps children to settle easily and more readily into her care as, for example, sleep patterns and feeding needs are routinely met. She knows the children well, supporting younger toddlers as they wake and seek out reassurance in the presence of visitors. In addition to following parents' information, the childminder takes her cues from the children to meet their individual needs appropriately. For example, she assesses when a young child becomes thirsty and provides a favourite drink for the child as she then settles the children for snack time. Parents are currently supplying most of the children's meals, and the childminder takes care to ensure safe storage is followed to prevent any spoilage or risk to children. They tuck in to fresh fruit and bread sticks as the childminder assesses how, in the next few weeks, she may suggest some suitable dips for children to try, extending their tastes.

The childminder promotes children's self-esteem and self-worth as she offers well-deserved praise appropriately. This helps older children to become aware of the consequences of their actions on others. Younger children are sensitively supported in

managing strong emotions, such as frustration, as they learn to share and take turns. Children look to the childminder for attention and reassurance and she responds with warm smiles, cuddles and by joining in with their play. This contributes to children developing a firm sense of belonging.

Children enjoy regular outdoor activities as they are taken on regular walks and outings to the local parks, shops and library. This suitably supports their physical development, particularly when testing their confidence and skills on the static equipment in the nearby play area. A parent comments on how she admires the time taken by the childminder to walk to and from the local school daily, enabling her child to get plenty of fresh air, benefitting their health. The childminder uses such occasions to reinforce road safety and speak to children about becoming aware of hazards, such as a nearby brook. This also supports children in being aware of their own safety as they prepare for moving to school. Children's health is further promoted as the childminder follows established daily routines for cleaning surfaces and encouraging hand washing. She attends to children's personal care with due care and attention to hygiene in order to minimise the risk of any spread of infection.

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

The childminder has a sound knowledge of how to meet safeguarding and welfare requirements. A comprehensive set of policies and procedures are available for sharing with parents to outline her service. She fully understands the safeguarding procedures to be followed should she have any concerns about a child in her care. Parents are fully informed of this duty of care with regard to child protection. The childminder holds a first aid qualification, so that any minor accidents or injuries to children can be managed effectively. Children are closely supervised and supported at all times to ensure their safety. Rigorous risk assessments are carried out and are regularly reviewed to minimise hazards to children, both on and off the premises.

The childminder is aware that her provision is very new and is eager to expand her knowledge and skills in some key areas. She has appropriate self-evaluation in order to identify strengths within her practice. She has also considers areas for further improvement, such as developing her knowledge of supporting children with special educational needs and/or disabilities. She demonstrates her commitment to improving her practice with the support of an established and experienced childminding group in the village. She has sought the views of parents, who comment very positively about her practice. They value the 'home from home setting' that is provided, enabling children to have 'good routines' that help them to 'settle and feel part of the childminder's family'.

Partnerships with other settings children attend are adequate and the childminder shares information between settings. However, this is not fully effective in providing a consistent approach to children's care and learning needs.

### **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
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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

<b>Unique reference number</b>	EY449753
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	881104
<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>	4
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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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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