

<b>Inspection date</b>	07/03/2013
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children benefit from interesting and stimulating activities and games that ignite their creativity, imagination and enjoyment.
- The childminder closely monitors children's individual progress by observing what they can do and what they need to do next. This helps her to plan effectively for their next stage of learning.
- The childminder fosters strong and supportive relationships with children and their families and with other childcare providers. This contributes to smooth transitions between each setting and home.
- The childminder has a positive approach to professional development and demonstrates a strong capacity to improve. Consequently, her knowledge and understanding of the Early Years Foundation Stage requirements is strengthened.

### **It is not yet outstanding because**

- There is scope to enhance children's mathematical understanding and broaden their outdoor learning experiences, during their everyday play and explorations.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 a range of activities in the childminder's home.
- The inspector held discussions with the childminder about children's learning, following a joint observation of a number, rhyme and dance activity.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and training and discussed her self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers from verbal information received by the childminder.

## Inspector

Jayne Rooke

## Full Report

### Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her adult daughter in a house in Tamworth, Staffordshire. The whole of the ground floor, and the rear garden are used for childminding.

The childminder attends activities at local community groups. She visits the shops and park on a regular basis. She collects children from local schools and pre-schools. There are currently five children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities. She is a member of the National Childminding Association.

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

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

- enhance children's awareness of numbers, by encouraging them to organise and categorise objects together and in separate piles; and by involving babies more in using number names through their enjoyment of action rhymes and songs that relate to their experience of numbers
- extend children's outdoor learning opportunities by introducing a wider range of materials, resources and sensory experiences, to enhance children's further explorations of the natural environment.

## Inspection judgements

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

The childminder plans effectively across the seven areas of learning. This ensures that children are actively engaged in a broad range of activities that support most aspects of their learning and development very well. However, there is scope to enhance their mathematical understanding and broaden their outdoor learning experiences, during their everyday play. For instance, during number songs and rhymes the childminder does not always extend opportunities for babies to stack and sort objects; or for young children to match and sequence by size, shape and quantity. She supports children's sensory awareness by helping them to look at and listen to, the sounds of the natural

environment when they go for a walk. However, there is scope to expand the use of the outdoor learning environment to enhance children's natural curiosity and sensory experiences, by encouraging them to explore outdoors more often.

The childminder makes good use of observation and assessment information, to monitor what children already know and can do and to set future challenges for their next stage of learning. As a result, all children make good progress towards the early learning goals. For example, babies move from the crawling to walking stage with increasing levels of confidence, because the childminder provides attractive low-level furniture and walker toys for them to hold onto. This helps them to gain their coordination and balance, in readiness for taking independent steps. She engages them in energetic music and dance games, holding their hands so that they can take a full and active part in this type of activity, increasing their physical skills and abilities and sense of fun. Young children express their creativity and imagination as they join in with musical songs and rhymes, taking a bow at the end of each dance sequence. This develops their expressive arts and ability to follow instructions.

The childminder encourages children's active participation in enjoyable games which promote their physical development. For example, young children delight in marching around the room to nursery rhymes, coordinating their large and small movements, as they pretend to be the number train. They wobble and balance the fat sausage in the pan, as they prepare to 'pop their cheeks' when the sausage 'goes bang'. Older children enjoy well planned sports and fun day games outdoors, as they jump in the sack race and have lots of fun on the bouncy castle. The childminder is actively involved in children's play, encouraging their speech and language development at every opportunity. She listens carefully to what children say and asks open questions, which encourage children to think and talk about their own ideas and feelings. She skilfully adapts routines to meet children's changing needs and interests. As a result, babies and young children explore the indoor surroundings freely and make choices about their own play and learning. This promotes the characteristics of effective learning, through children's active play and explorations.

Parents receive timely and informative suggestions about how best to support their child's learning at home. This enables them to fully engage in their child's learning and take pride in their achievements. The childminder builds strong relationships with other childcare provider's and pre-schools, promoting continuity in children's shared learning experiences.

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

The childminder provides a welcoming and loving home in which children feel settled, safe and happy. She fosters strong and trusting relationships with parents and carers from the onset, which helps children to comfortably separate from them when they first start to attend. The childminder promotes positive and respectful attitudes toward others, by encouraging children to behave with kindness, care and consideration. She provides warm and supportive care to children with special educational needs, enabling them to feel valued and included. She involves children in activities and projects which help them to

explore and understand the diverse world. As a result, children learn how to share and take turns, form positive relationships and value diversity and difference.

Young children become increasingly competent at managing their self-care routines, because the childminder provides consistent care that matches their individual needs. As a result, children take themselves to the toilet when the need arises and know that they have to wash their hands to keep them clean. They recognise when they are feeling tired and hungry and seek comfort and re-assurance from the childminder, who responds sensitively towards them. Babies and young children develop an early awareness of safe behaviour, by sitting comfortably in their high chair at meal times and by blowing their food to cool it down before they eat it.

The childminder skilfully adapts routines and activities to ensure that children have a balance of active play and quiet and rest. She promotes healthy eating and lifestyles, by offering children a variety of nutritious food during the day and by encouraging them to drink plenty of fluids. Children benefit from regular physical exercise and fresh air when they go for a walk or play in the park. This promotes children's good health and well-being.

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

The childminder demonstrates a clear view of how children learn and develop because she understands how they move through each development stage. This helps her to plan and organise activities and routines that match their individual needs and interests. She carefully observes and notes their individual progress, which enables her to identify what they do well and what they need to do next, to reach their next stage of learning. As a result, children's progress is monitored effectively and any identified gaps are quickly responded to. The childminder follows robust safeguarding procedures in order to keep children safe and protect them from harm and neglect. She attends regular training events to make sure her knowledge of first-aid and safeguarding procedures is up-to-date. This means that she responds promptly to any incidents of concern, regarding children's safety and welfare.

The childminder takes time to consider what aspects of her provision work well and what she needs to do to improve. This forms the basis of effective self-evaluation. For example, she knows that children are happy and enjoy the range of activities and events provided, because she involves them in conversations about what they like and do not like, to do. She talks to parents daily to share information about their child's care and progress; and has received many complimentary verbal comments about the caring service she provides. She shows a strong commitment to improve, working closely with other professionals to share good practice ideas. This helps to strengthen her knowledge of the Early Years Foundation Stage requirements. The childminder has addressed all of the previous actions and recommendations, by conducting thorough risk assessments of the home and garden and by updating her complaints procedure, in-line with current regulations and guidelines. She keeps parents and carers fully informed of their child's learning and development, by

sharing information in their learning journals and daily diaries. She promotes children's good health and hygiene through the daily routine and by keeping toys and equipment in a clean and hygienic condition, which helps to prevent the spread of infection. As a result, she has successfully improved the quality of the provision since the last inspection. The childminder is keen to develop her knowledge further, by attending courses to enhance her understanding of children's active learning, both indoors and outside. She builds strong relationships with local community partners, ensuring that all children receive the support they need in order to progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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>	210174
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	818125
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	08/10/2008
<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, which are usually the childminder's 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.

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