

**Inspection date**

11/03/2013

Previous inspection date

30/03/2009

**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 thrive in a warm, welcoming and very stimulating environment provided by the childminder, in which they make very good progress in their learning.
- Children are supported very well by the childminder to develop the skills needed to embrace new experiences, such as attending other early years settings, with confidence.
- Children are forming strong attachments to the childminder and others within the setting. They settle very well and demonstrate they feel safe and secure.
- The childminder is vigilant with regards to the safeguarding of children. She ensures children enjoy their learning in a safe and secure environment and protected from harm.

**It is not yet outstanding because**

- Opportunities for children to explore positive images of children with diverse physical characteristics, which include disability, are not fully maximised by the childminder to ensure children develop a full understanding of the world.
- There is scope to improve the sharing of information with regards children's individual learning priorities with parents and other providers, such as pre-school teachers, when children attend more than one setting, to ensure continuity of children's learning.

## 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 activities in the playroom and kitchen and completed joint observations with the childminder and her co-childminder.
- The inspector took account of the views of parents/carers given to childminder ready for the inspection.
- The inspector spoke with the childminder, her co-childminder and the children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures which included safeguarding and complaints, children's learning records, the childminder's self-evaluation and a range of other documentation.

## Inspector

Dianne Sadler

## Full Report

### Information about the setting

The childminder was registered in 1996 and regularly works with a co-childminder. She lives in Tutbury and the whole of the ground floor of the premises is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder has two dogs.

The childminder attends local toddler groups and takes the children out into the community on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll in total, of whom four are within the early years age group and all children attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Thursday and 8am to 5pm on Friday, except for bank holidays and personal holidays. The childminder is a member of the National Childminding Association and holds 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:

- provide more opportunities for children to explore positive images of other children with diverse physical characteristics, which include disability, in order to develop a full understanding of the world
- extend partnership working with parents and other practitioners, such as school teachers, when children attend more than one setting, to obtain a fuller picture of children's individual learning priorities.

## Inspection judgements

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

The childminder demonstrates a very good understanding of how to engage and capture children's interests and recognises fully that children learn through play. Therefore, children are enthusiastic and motivated learners. The childminder provides children with a very stimulating environment in which they constantly make their own decisions. For instance, older children are enabled to play quietly in the kitchen or lounge when they need to concentrate quietly away from the younger children. Resources are stored well in the playroom and covered area in the garden and easily accessed by children. This encourages children to explore and investigate. Resources are wide ranging and promote

all areas of children's learning. However, there are fewer opportunities for children to learn about others with diverse physical characteristics, including disabilities, through resources and experiences, in order to obtain a richer understanding of people in the wider world.

Throughout the day children constantly include the childminder in their play to which she responds very well. For instance, the childminder sits with younger children who are developing their imagination through their play with dolls. The childminder encourages their communication and understanding as she constantly talks to children about what they are doing and provides them with lots of encouragement. This results in children demonstrating the characteristics of effective learners. They maintain their focus and interests for the activity over a long period of time and really persevere to achieve the tasks they set themselves, such as putting the doll into a chair. All children have ample opportunities to explore a wide range of media and materials and be creative through role play situations. For example, they enjoy exploring a three-dimensional space ship which they proudly create out of cardboard and decorate with crayons and stickers. Older children are encouraged to develop their ideas as they decide to place a kitchen colander on their head and pretend to be a favourite superhero. They confidently use language to share their thoughts. Children thoroughly enjoy this experience and engage well with each other, enabling everyone to be included. For instance, when a child knocks on the door of the space ship, the other children warmly welcome him inside to join in with the fun and laughter. This successfully promotes children's self-esteem and confidence.

The childminder has high expectations of all children based on clear and accurate assessments of their emerging skills. She effectively observes children's learning and records her findings clearly in their development folders using text, photographs and examples of their work. Using this information the childminder prepares children very well for their next stage in learning. She plans exciting experiences and activities to ensure they make very good, individual progress. The childminder also completes the progress check for children aged two years. A summary is given to parents who are encouraged to record their comments and share with other professionals, such as health visitors.

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

Children are supported very well to ensure they experience a smooth transition from home to the setting. They enjoy a gradual introduction into the setting and are warmly welcomed by the childminder, who takes time to get to know their parents and understand their differing needs. Therefore, strong and trusting bonds are formed and children settle very well. Children are also supported very well to manage other transitions, such as attending pre-school. The childminder enables younger children to become familiar with the pre-school setting by visiting regularly to collect older children and to attend planned events. This develops children's confidence and ensures they feel safe and secure. Children demonstrate friendly behaviour and are learning to play co-operatively with others. The childminder provides them with experiences which help them to accept the needs of others and support each other. For instance, after planting flowers in pots in the garden, older children support younger children to lift the heavy watering can. This also promotes children's emotional well-being.

All children are learning to keep themselves safe and manage risks. For example, children wear a florescent jacket when out in the community to ensure they are visible to the childminder. Older children show control as they safely handle a knife to cut cucumber at lunchtime. They tackle this new and challenging task with enthusiasm, thus developing their self-esteem and independence. All children follow good hygiene routines and learn the importance of leading a healthy lifestyle. They enjoy a varied range of healthy foods at mealtimes, provided by the childminder and enjoy lots of fresh air and exercise promoted through daily experiences out in their local community. For instance, they participate in visits to an air museum where they enjoy exploring different airplanes. They benefit from visits to the pet shop and decide that their favourite animal is a dragon. They also enjoy regular visits to local adventure parks where they handle different animals, such as snakes and observe animals, such as pigs at the farm. This enables children to learn to respect and care for other living things.

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

The childminder has a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and gives high priority to children's safety. She has attended training with regards to safeguarding children and has a good understanding of child protection procedures. The childminder organises all areas both indoors and outdoors very well. She identifies all hazards and minimises them successfully to enable children to enjoy a safe and secure learning environment.

The childminder has a good and secure understanding of how children learn and ensures children enjoy a stimulating and challenging educational programme. This results in children thoroughly enjoying their learning and making good progress towards the early learning goals. Partnerships with parents and other early years practitioners is well-established and effective in most areas. The childminder obtains information from parents about children's interests, likes and dislikes at the beginning of the placement and shares children's achievements and routines verbally each day, supported by a written diary sheet. She also spends time engaging with pre-school teachers, when children attend more than one setting. She explores the activities they plan for children and discusses what children have enjoyed doing each day and their routines. However, there is scope to extend the information shared with parents and other practitioners, such as pre-school teachers, when children attend more than one setting, to include children's individual learning priorities.

Since the last inspection the childminder has been successful in driving improvement. She has used a written self-evaluation document to identify the many strengths of the setting and areas for improvement. A clear and realistic action plan details her intentions for future developments. For example, she has intentions to improve the sharing of the plans for children's learning with parents and to update both her own skills and that of her co-childminder in the area of behaviour management. She is also in the process of developing a library of books from which parents will be encouraged to borrow books and take home

to extend their children's learning. The childminder seeks the views of parents which they record in preparation for the inspection. Parents comment on the high quality care provided for their children in a safe and stimulating environment. They feel children benefit from socialising with others and developing friendships which helps them to settle quickly. They feel the childminder takes an interest in what children have done at home and they benefit from the daily diary sheet which they take home and share with others.

### **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>	210459
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	871226
<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>	30/03/2009
<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.

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