

<b>Inspection date</b>	11/03/2013
Previous inspection date	30/03/2009

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

- The childminder demonstrates high aspirations for children's achievements which results in children enjoying their learning and making very good progress.
- Children are supported to understand the clear boundaries set by the childminder. They behave very well, showing respect to their peers and adults within the setting.
- Children are supported to settle very well into the setting and are well-prepared for their transition into other early years settings, such as pre-school.
- The childminder shows a commitment to continually improving the setting and her own skills. She keeps parents well-informed of significant events and seeks their opinions and views.

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

- The childminder provides fewer opportunities for children to learn about the world and explore positive images of children with diverse physical characteristics, including disabilities.
- There is scope to improve the exchange of information with parents and other practitioners, such as pre-school teachers, when children attend more than one setting, to ensure continuity of children's learning and development.

## 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 the childminder in preparation 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 lives with her two adult children in Tutbury. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The whole of the ground floor and the bathroom is used for childminding purposes. There is a fully enclosed garden available for outside play. The family have three dogs. The childminder works with another registered childminder and mostly minds from her co-childminder's house. Both childminders have equal responsibility for the childminding practice.

There are currently nine children on roll, five of whom are within the early years age group and 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 bank holidays and family holidays. She is a member of the National Childminding Association.

The childminder attends toddler groups and takes children out in the community on a regular basis. She collects children from the local schools and pre-schools. The childminder holds an appropriate early years qualification to 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 a wider range of positive images of all children including those with diverse physical characteristics, including disabilities
- seek ways in which to share information with regards children's individual learning priorities with parents and also with other practitioners, such as pre-school teachers, when children attend more than one setting, in order to fully support children's learning and development.

## Inspection judgements

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

The childminder has a very good knowledge of the Early Years Foundation Stage. She successfully provides children with a stimulating educational programme which ignites their interests. As a result, children are successfully developing the characteristics of effective learners. They are motivated to learn and explore and make good choices about what they want to do and play with. For example, after investigating media, such as sand

outdoors, children decide to come indoors and eagerly explore a three-dimensional space ship created by themselves and kept in the kitchen. They become actively engaged and work well together to decorate the structure using crayons and stickers. Children develop their imagination and indicate to the childminder that they want to wear a space hat. The childminder listens to their requests and responds very well by supporting them to seek kitchen utensils, such as a plastic bowl and colander, which they proudly place upon their heads.

All children show increasing levels of interest in stories, rhymes and music, developing their imagination and creativity. They confidently inform the childminder of their needs, wants and interests, which she uses very well to develop their learning. For instance, children select a story book about 'Old MacDonald', and ask the childminder to read it with them. They concentrate very well and listen intently to the story. The childminder successfully extends their thinking by asking questions about the animals. Children respond very well by pointing to the animals and develop their communication and language as they use tenses in their speech to explain, 'the dog says woof woof'. Children also enjoy singing nursery rhymes. They develop their understanding of mathematical concepts as they count on their fingers how many little men are in the flying saucer. Children are supported to count from one to five and explore how many men are left when one is taken away.

Children enjoy exploring a richly resourced indoor and outdoor environment. Play resources are organised very well and are easily accessed by children, thus developing their confidence and independence. Children benefit from being provided with resources and images which make them aware of the wider world. They learn about different cultures and are made aware of different religious celebrations and events. For instance, children enjoy making snake puppets out of card by drawing around their arm and hand when learning about Chinese New Year. However, there is scope to extend children's understanding of people and communities by providing more images of children and people with diverse physical characteristics and disabilities.

The childminder demonstrates high expectations for children's achievements which ensure children make very good progress in their learning. She observes children's learning each day and records her findings in their development folders. The childminder uses the information very well to assess children's learning and to identify their individual learning priorities. She has clear plans to ensure activities and experiences encompass children's interests and prepare them very well for their next stage in learning. Parents discuss their children's learning observed at home verbally with the childminder and benefit from seeing lots of photographs displayed in the playroom of their children at play. However, there is scope to improve information shared with parents about their children's individual learning priorities, to ensure continuity of learning both within the setting and at home.

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

Children develop strong and trusting relationships with the childminder who welcomes them into the setting and takes time to get to know their parents. Therefore, children's individual needs are clearly understood and they experience a smooth transition from

home into the setting. The childminder also supports children to develop the necessary skills to embrace new experiences, such as attending pre-school, with confidence. For example, children are taken by the childminder to attend events at school, such as a teddy bears picnic. This enables them to become familiar with their new setting and feel safe and secure. This also promotes children's emotional well-being.

Children behave very well in the setting. They share, take turns and play co-operatively with others. Children show a clear understanding of the boundaries and routines set by the childminder and enjoy lots of praise and encouragement for their positive behaviour. The childminder provides books which help children to learn about their own feelings and those of others. In addition, the childminder uses play resources to model responding to other's feelings. For instance, whilst exploring the space ship, children are informed by the childminder that their teddy bear is sad because they have gone on a trip without him. Children respond warmly to this and give the teddy bear a cuddle.

Children are supported very well by the childminder to manage their self-care routines with increasing levels of independence. They are learning to recognise when they need the toilet and dress and undress with help. All children sit at the table and enjoy sociable mealtimes. They are provided with a healthy range of foodstuffs by the childminder. For example, at lunchtime children eagerly help themselves to bowls of tomatoes, cucumber, cheese, sausage and dips. Older children enjoy taking responsibility for tasks, such as cutting the cucumber. They tackle this challenge with confidence and take appropriate safety measures without direct supervision from the childminder. Children enjoy lots of fresh air and exercise every day both within the setting and while visiting features of the environment within the local area. When eating they discuss seeing a buzzard in the school playground and a heron in the parks that they visit. They enjoy looking at photographs which show them visiting the air museum and buying plants from the garden centre which they transplant into pots in the garden.

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

The childminder has embraced the revised Early Years Framework and has a secure knowledge of the areas of learning and the good progress children are making. She demonstrates a strong motivation to continually improve both her own skills and the quality of the setting. For example, the childminder has improved on the recommendation and action from the previous inspection and has plans to update her skills in behaviour management techniques. Together with her co-childminder, the childminder effectively evaluates her own practice and that of the setting as a whole. Parents are encouraged to share their views verbally and all parents have recorded their comments as part of the preparation for inspection. Parents comment very positively on the service the childminder provides. They are very impressed with the care their children receive. They feel well-informed of any changes within the setting which are shared by the childminder through text messages and verbal communications. They comment on the wide range of activities promoted for children, which include lots of trips out in the community and are pleased with regards the positive friendships their children are making.

The childminder gives high priority to the safeguarding and welfare of children which protects them from harm. She demonstrates a good understanding of child protection procedures and has accessed training in this area. The childminder has implemented well-written policies and procedures, which are effective in practice and shared with parents. She is aware to ensure that only suitably checked persons have regular contact with children and of notifying Ofsted of any incidents to further safeguard children. All aspects of the premises both indoors and outdoors are subject to thorough risk assessments. All hazards are identified and minimised which ensures children are able to learn in a safe and inclusive environment.

The childminder develops strong relationships with parents. At the beginning of the placement, parents complete a 'Children's individual needs' sheet which details their children's dietary requirements, routines, likes and dislikes. They also record their children's particular interests using a 'Things I like to do' sheet, which is discussed with the childminder. Throughout the placement information is shared daily with regards to children's routines, behaviour and achievements, which is supported by the use of home diary sheets. The childminder is also developing positive relationships with other practitioners, such as pre-school teachers, when children attend more than one setting. She requests information with regards to their planned activities and regularly shares information about what children have enjoyed doing and their general routines and behaviour. However, there is scope to improve the sharing of children's identified learning priorities with both parents and pre-school teachers, to ensure all adults have a shared and agreed view of children's individual learning and development.

### **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>	209382
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	904678
<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>	9
<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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