

<b>Inspection date</b>	26/03/2013
Previous inspection date	28/01/2009

<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**

- Partnerships with parents and other providers are very positive and make a valuable contribution to supporting continuity and cohesion in children's care and learning.
- The childminder has a secure knowledge of how children learn and how she can support them. She provides a good balance of child-initiated activity and well-planned targeted and challenging learning opportunities for children. As a result, children make good progress in their learning and development.
- Children are protected from harm because the childminder is vigilant in ensuring the environment is safe.
- The childminder demonstrates a strong desire to continually improve her provision. For example, she seeks and effectively acts upon good practice guidance, which enhances children's learning opportunities and experiences.

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

- The childminder does not capture all opportunities to reinforce messages about the importance of healthy choices in children's diet, in order to sharply focus on and fully promote this area of 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 kitchen, lounge and hall and spoke with the childminder at appropriate times throughout the inspection.
- The inspector interacted and spoke with children present.
- The inspector took account of the views of one parent.
- The inspector looked at children's journals and a sample of policies and children's records.

## Inspector

Christine Armstrong

## Full Report

### Information about the setting

The childminder was registered in 2004 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and five children aged five, six, nine, 11 and 14 years in Tamworth, Staffordshire. The premises are accessed via a flight of stairs to the first floor where children are cared for. There is a fully enclosed garden for outside play. The childminder takes and collects children from local schools. She holds a childcare qualification at level 3. The childminder currently has two children on roll, of whom one is school-aged who attends before and after school. There is one child in the early years age group who attends before and after pre-school. The childminder operates all year round from 7.30am to 6.30pm.

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

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

- enhance opportunities for children to learn about the importance of healthy choices in their diet.

## Inspection judgements

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

The childminder provides a stimulating learning environment that promotes the seven areas of learning, with good emphasis being placed on complementing children's learning at pre-school and home. This approach ensures children's next steps in learning are consistently supported and parents are fully included in their children's learning. This approach also ensures the early recognition of any possible additional needs children may have, this helps to secure early intervention, so that all children have the support they need to make good progress.

The childminder engages with children in a fun and playful manner, while also supporting and extending their learning. As a result, children are motivated to engage in play and active learning, which helps them to develop characteristics of effective learners. For example, on the way to pre-school the childminder engages children in activities she knows will complement their learning at pre-school, such as counting houses. Children are eager to take part and show high levels of enjoyment as they demonstrate their increasing understanding of number sequence and numerals. The childminder also makes good use of the knowledge she gains by spending time in the pre-school as a volunteer. For example, when a child in her care misses a pre-school visit into the community she plans a similar visit and includes all the elements of the planned targeted learning. During the visit she encourages the child to notice features in the environment, including signs that give

directions and shapes, such as rectangles and squares. They also visit the church and local shops to support the child's experiences and interests. As a result, children extend their understanding that print carries meaning and they become more aware and familiar with features in their local environment.

The childminder effectively supports children's communication and language by providing lots of opportunities for talking. For example, she engages children in a conversation about what they can see as they enter the pre-school play area. She encourages children to think and express their thoughts and feelings about what they like to play with outdoors. She also encourages children to be interested and curious in things around them. For example, she encourages children to consider where the egg they can see in the pre-school play area may have come from. She uses language that further encourages them to think, such as 'do you remember'? This encourages children to have their own ideas and to make predictions, such as 'the egg has been laid by ducks that have laid eggs in other areas of the school'. The childminder continues to capture this opportunity to encourage open-ended thinking by asking children to think of any other possible answers. This leads children to consider that it may be a toy egg and leaves them eager to explore and test their ideas as they begin their day at pre-school. This approach is very effective in supporting children to think critically, which is a key skill for their future learning in school.

The childminder has a good understanding of how to support children's emerging literacy skills. She effectively supports children in recognising print carries meaning. For example, she draws children's attention to meaningful print, such as their name written in their wellington boots and she places signs in her home with a real purpose, such as 'hot' and 'cold' labels on water taps. Children's enjoyment in books and stories is extended well by the childminder who encourages them to re-tell stories and to include their own ideas for alternative endings.

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

The childminder has a strong understanding of how important it is that children develop a secure sense of well-being. Therefore, she ensures children receive continual support to make smooth transitions from their home into her setting and from her setting into pre-school. This means children can benefit and enjoy the variety of experiences they encounter. For example, when children arrive early in the morning, the childminder and her family are ready to greet children and their parents. Familiar routines then commence, which further support children's sense of belonging and security. These include a timed buzzer to alert and prepare children for tidy away time. This ensures children have time to complete any task they are undertaking and become prepared for the walk to pre-school. The walk to school is planned to provide children with fresh air with sufficient time so that children can enjoy energetic exercise in the playground.

On arrival at school the childminder continues with a range of familiar routines and practices. These include saying good morning to familiar people and good bye to older children. This supports children's social skills and relationships with older children. The childminder also includes children in some simple safety checks that she undertakes for

the school so that they develop an understanding about how to keep themselves safe. For example, they use a small brush to sweep water off the slide. Children also enjoy undertaking the task of choosing the 'meeting place' in the playground for the older children. This is also a very effective approach to teaching children about managing risks and keeping safe. This area of learning is further supported by the childminder who continually captures all opportunities to teach children about staying safe on their journey to school. This includes children wearing reflective jackets, standing in 'safe spaces', watching out for hazards, such as overhanging branches and actively being involved in practicing good road safety. As a result, children develop very good understanding of how to manage risks, relative to their age. This approach also ensures children are very aware of the boundaries set and of behavioural expectations in the setting. As a result, children's behaviour is good.

Children are supported to adopt healthy lifestyles. For example, they are supported to practice good hygiene routines, washing their hands before breakfast and washing their face and brushing their teeth when they have finished breakfast. Children are involved in preparing foods for special occasions and they enjoy choosing what they would like for breakfast, which includes the choice of fruit. However, the childminder does not always capture all opportunities to reinforce messages about making healthier choices. As a result, children's interest and understanding in this area is not fully extended.

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

Since the last inspection the childminder has developed a strong understanding of the Early Years Foundation Stage. She has a secure understanding of how children learn and how she can support their learning. As a result, she monitors the educational programmes to ensure children benefit from a broad range of experiences. The childminder also demonstrates a strong drive to continually develop her practice. She makes effective use of her strong links with other good quality early years settings to continually enhance her practice, which helps to promote children's learning and development. For example, the childminder arranges weekly meetings with a child's key person in a pre-school, so that the child's individual progress and learning needs are closely monitored jointly by both settings and parents. This leads to high levels of support, to ensure children make good progress towards the early learning goals.

The childminder's self-evaluation is ongoing and effective and includes the views of children and parents. The childminder effectively identifies improvement plans that support children's achievements over time. For example, she plans to enhance her professional development by completing a child care qualification to a level 4, in order to build upon her already strong practice. Discussions with parents demonstrate high levels of satisfaction with the childminder's service. Parents particularly like the strong emphasis the childminder gives to keeping their children safe. They state they are made very welcome and they appreciate how the childminder focuses on keeping them informed and involved. This is through daily discussions, communication books and informal meetings to discuss their children's progress. As a result, parents are fully involved in the setting.

Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. The childminder has undertaken child protection training and she has devised clear and comprehensive written policies that are effectively implemented. All required policies are in place and shared with parents. This provides continuity between home and the childminder, thus providing security for children and families. Robust risk assessments are undertaken for the home, garden and outings to minimise risks to children. The close supervision of children and strong emphasis on developing children's awareness of how to minimise hazards promotes a culture of safety. This means that children are safe at all times.

### **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>	EY298575
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	820183
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28/01/2009
<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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