

Inspection date

Previous inspection date

29/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Babies and children thrive and are eager to learn. They delight in the exciting range of toys, equipment and resources, and confidently respond to the childminder's and her assistant's enthusiasm, positive involvement in their learning, and consistent encouragement and praise.
- Children are well prepared for the next stage in their learning. They concentrate and persevere when working in a group or alone. They communicate clearly and competently in English and in their home languages. They increasingly manage different aspects of their self-care and hygiene by themselves and are physically active and well coordinated.
- The childminder is focused and successful in the way she develops her own and her assistant's knowledge and skills and makes improvements to her childminding. She effectively uses training to develop her practice and to help her to enhance children's learning and the range of resources available to them.

It is not yet outstanding because

- There is scope to make monitoring of children's learning and development more precisely focused on each child's stage of development and to involve parents more in following up their child's agreed next steps for learning.
- There is room to engage more with parents and children regarding their views about the quality of the childminding service.

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 lounge, playroom and kitchen.
- The inspector talked to the childminder, her assistant and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's and assistant's suitability and training.
- The inspector discussed and looked at a sample of the childminder's records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of a parent spoken to on the day and of the childminder's improvement plan.

Inspector

Rachel Wyatt

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 in a first floor flat near to Worcester city centre. There are stairs leading to the flat and within the premises. The childminder uses all of the premises for childminding, except for a bedroom. There is a fully enclosed paved outside area and children are taken on local walks and visits to nearby parks. The childminder works with an assistant.

The childminder attends local toddler groups on a regular basis. She takes children to and collects them from a nearby primary school. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for her holidays, including at Easter and Christmas. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- enhance monitoring of children's progress by involving parents more in decisions about and planning for their child's stage of development and individual learning priorities
- enrich self-evaluation by more consistently seeking parents' and children's views about the quality of the childminding provision.

Inspection judgements

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

Babies and children are eager and confident learners. They have fun, concentrate and persevere. The childminder has created an inviting and stimulating environment for children's care and learning. They have a wealth of exciting, high quality toys, games and equipment to choose from. The childminder uses these well to promote children's interest, build on their skills and to foster their creativity, imagination and exploration. The childminder and her assistant interact well with children. The childminder is particularly effective in coaching children so they acquire and develop new skills, such as threading using a card template or building on a walking baby's stamina and balance.

Several children speak English as an additional language. The childminder and her assistant recognise the importance of ensuring these children can understand and be understood, in order to feel emotionally secure and to be able to learn. Therefore, they adeptly incorporate speaking Polish and reinforcing what they and children are saying in English. They increasingly speak in English as children's understanding and speaking develops. As a result, babies and children are comfortable and confident in their surroundings, and make good progress in communicating competently in both languages. For example, there are lively discussions about numbers, colours and shapes as an older toddler and the adults put together a large-scale floor puzzle. The child is now initiating saying words in English and confidently repeating words in context.

The childminder plans and organises a varied and rewarding educational programme. She offers a good balance of activities at home and visits to nearby parks and attendance at local toddler activities. She has a sound understanding of children's starting points based on her observations and interactions with them and information from parents. The childminder uses developmental guidelines to help her monitor each child's progress and to identify individual next steps. She successfully promotes these and children's interests in the way she plans and organises activities and resources and supports each child's learning. She is confident to adapt activities to better support children's differing abilities or to follow up an interest. Parents are pleased with their children's progress and feel well informed about their children's daily routines, activities and achievements. The childminder is particularly confident about talking to them about her plans to build on children's social and communication skills, including making suggestions of how parents can further promote these at home. However, there is scope to enhance information sharing with parents to enable them to look at their child's learning journey and to express their views about all aspects of their child's progress and learning priorities at any given time.

Children make good progress and develop the skills and attitudes needed for the next stage in their learning. They express their needs and readily make choices about what they want to play with. Exciting resources capture their interest and the adults enthuse children so they are active and focused learners. Their enjoyment during activities is evident. Babies smile and babble as they play with musical instruments and listen to the different sounds. There is a consistent buzz of conversation, for example, as children and adults paint and draw together. Children are curious and are eager to explore. For instance, a baby enjoys pressing and twisting knobs and dials on a fun interactive toy. With the childminder's or assistant's adept help, an older toddler is able to compare and talk about the colours, shapes, numbers and letters represented by a selection of toys and equipment which capture her attention throughout the day.

Children develop a secure understanding of letters and sounds. For example, a child who speaks English as an additional language and the childminder look at and talk about the letters on the cards the child is using. She is beginning to make links between the letter shape, phonic sound and familiar English words, such as C for 'cat'. Later the child and assistant look at and discuss the magnetic letters on the board. Children are imaginative and creative. They are able to choose from extensive and well-presented resources to stimulate their ideas and to introduce them to different materials and techniques. Adults also enthuse children because they join in with drawing and painting pictures as well.

Children's work is appreciated and celebrated. Examples of their work are displayed in the setting and a child proudly shows everyone her vibrant collage of a face.

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

Babies and children develop close bonds with the kind and attentive childminder and her assistant, who are highly effective in creating an emotionally secure and comfortable environment for children. They know each child's characteristics and backgrounds, and ensure their individual health and care needs are well managed. As a result, children are happy, have a strong sense of belonging and their comfort is assured.

Babies and children are well prepared for new situations, including moving on to school. The childminder knows about each child's character and ability to socialise. She supports them effectively during the varied opportunities she provides for them to interact and play with others at her home and elsewhere. Children enjoy each other's company and play cooperatively. They are successfully encouraged to behave well. The childminder explains things clearly so they know what is expected of them, and she supports them in expressing their needs and feelings appropriately.

The childminder effectively helps children to become increasingly independent in managing different aspects of their health, hygiene and self-care. This includes children sitting at the table for meals and making healthier choices about what they eat. Babies and children are physically active. They become competent and controlled in the way they move, balance and climb, relishing opportunities to try different equipment. The childminder also successfully fosters their coordination and dexterity. For example, children gain increasing control when handling tools, such as scissors, or when making marks with pencils, crayons and paintbrushes.

High priority is given to children's safety. The childminder has completed comprehensive risk assessments of her premises and other activities. She regularly checks the safety and security of all areas, and children use high quality toys and equipment. Babies and children are encouraged to behave safely and sensibly as they use these. The childminder also teaches them about road safety and what to do in an emergency.

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

The childminder is confident about her role to promote children's care, learning and development. She has recently employed an assistant and they work well together to ensure babies and children are well cared for and enjoy rewarding learning experiences. The childminder is focused and effective in developing her skills and knowledge. She ensures her assistant is familiar with her procedures and also attends training. Since registration the childminder has completed various courses. These have enhanced her understanding of safeguarding procedures and different aspects of health and safety, such as assessing risks, minimising cross-infection and maintaining safe food storage and preparation. Other courses have helped her to focus more on children's individual learning needs and to extend the range and quality of activities she provides.

The childminder also confidently identifies and drives improvement relating to other aspects of her childminding. She has devised a well-targeted improvement plan. This is based, in particular, on her evaluation of her practice and of children's learning, and takes account of feedback from her early years improvement adviser. The childminder has promptly and effectively addressed priorities. These include improving her knowledge of different aspects of the Early Years Foundation Stage, revising procedures, providing additional toys and resources, and embedding more accurate monitoring of children's progress. She knows parents appreciate how well their children are progressing and she confidently reflects children's ideas and choices in the selection of toys and activities. However, there is scope for parents and children to be more involved in expressing their views about the quality of her service, in order to have a greater influence on its future development.

The childminder has positive partnerships with parents and carers, who are well informed about how she operates. She regularly discusses children's care, activities and routines with parents. The childminder sensitively encourages them to follow up some aspects of children's learning at home, although there is scope to involve them further in her assessments of children's progress and planning for their future learning. The childminder also understands the importance of working with other agencies and providers of other settings and schools in order to give children consistency and continuity. This includes passing on accurate information about a child's abilities and achievements when he or she moves to another setting or school.

Children are fully safeguarded and the childminder has comprehensive procedures and a good knowledge of her role to protect them from harm. Her assistant also understands what to do if she has concerns about a child's welfare. The childminder ensures parents are aware of her and her assistant's suitability, training and expertise. Her record keeping fully meets requirements and ensures all aspects of children's welfare, health and safety are well documented for parents' reference so that their wishes are clearly understood.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY454686
Local authority	Worcestershire
Inspection number	890129
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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