

Inspection date

18/04/2013

Previous inspection date

19/05/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 are supported very sensitively in settling in with the childminder. They are very well-prepared for their transition to other settings, such as nursery and full-time school because of the established partnerships the childminder has with other settings to provide consistency and support children's progress.
- The childminder is well-organised and completes thorough observations and assessments of children's progress, meeting the unique needs of each child. This supports children in making good progress in their learning and development.
- Children benefit from the wide range of play experiences that support their learning and development. They make choices about their play, choosing from the accessible resources, which supports their interests and values their independence.
- The childminder is very diligent in keeping children safe and secure. She encourages children to consider their own safety and that of others through sensitive reminders and explanations about keeping safe.

It is not yet outstanding because

- Children have fewer opportunities to extend their developing awareness of time in a more practical and visual way, such as by using alarms and sand timers.
- There is scope to extend the use of sign language more regularly to further promote early communication, particularly assisting children with emerging language.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector checked a range of records and documentation including suitability and training, children's information and developmental records and the childminder's policies and procedures.
- The inspector carried out a safety check of the premises.
- The inspector took account of the views and comments from parents in children's development records and testimonials, and from questionnaires requested by the childminder.

Inspector

Patricia Webb

Full Report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and eight-year-old child in Burntwood in Staffordshire. The whole of the ground floor is used for childminding, with toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play. The family has some fish in a tank indoors. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 13 children on roll, of whom six are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years and holds an 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:

- extend the use of sign language to help support children's emerging language and communication skills
- develop children's understanding of time, for example, by using alarms and timers to help children anticipate time-based events, such as mealtimes and outings.

Inspection judgements

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

The childminder is a committed and dedicated provider who supports each child in her care as they embark on their early learning and development. They benefit from a very homely environment that is well resourced and offers opportunities indoors and outside, for children to make choices about their activities, learning and play. The childminder has a strong conviction of the importance of nurturing individual children to ensure that they make good progress in all areas of their learning. This is supported by her early years training and her understanding of each child's character and the ways in which each child acquires skills and knowledge. For example, a child frequently seeks out the cars and the superhero figures and the childminder ensures that these are readily available so the child settles swiftly. Children's imagination is promoted through the use of these resources as the child considers how brave the superheroes are and endeavours to involve the younger

children in activating the large transport truck as part of the play. The childminder uses these interests to inform her planning and ensure that children enjoy their time with her. She observes and assesses children thoroughly, effectively monitoring their progress across all areas of learning. This ensures that children reach their expected level of development and gain a good range of skills to support their preparation for school. The childminder is working with older children with regard to numbers and time. The wooden clock is used to indicate positions of the hands in marking time and children talk about when it is time for getting ready for nursery or mealtimes. The childminder has not fully considered enhancing this learning further by using visual and audio prompts to encourage children to measure time, such as using sand timers or kitchen timers with buzzers.

Toddlers choose their favourite activity toys, learning about cause and effect as they press the buttons on the pop-up shape sorters and giggle with surprise. The childminder extends children's thinking and learning as she encourages them to work out how the inset puzzles are completed. A child notices that the small knob is missing from one piece and the childminder asks the child to think about how the piece can be removed. This successfully promotes children's problem-solving skills. Babies are supported in locating their facial features through the use of songs such as 'heads and shoulders' and great delight is had when a young child is observed by the childminder, and by the parent at home, to be able to point to nose, eyes and mouth confidently.

Children's language and communication skills are supported as they enjoy stories and rhymes throughout the day and the childminder encourages children to link sounds and letters through phonics. For example, the initial sound of a child's name is pointed out in general conversation and repetitive songs are used by the childminder to reinforce listening skills. The childminder has undertaken training in simple sign language and is aware of how this could be used to support communication for children whose language is emerging and for children who are learning English as an additional language. She has not yet implemented this in her practice in a more general way to enhance all children's communication skills further. She does, however, refer to pictures and gestures to explain routines and indicate the storage and accessibility of resources for the children and their parents. Children become aware of differences in society, visiting local amenities, shops and groups to socialise with a diverse community. Children select the various musical instruments that reflect different countries and cultures. The childminder has made good use of a much-loved and well-used doll to reinforce children's awareness of disability as they notice the doll's 'injured leg'.

Partnerships with parents and other settings children attend are very well established to ensure a full and accurate exchange of information takes place. This promotes a consistent approach to children's early learning and development and encourages parents to share what their children achieve at home. For example, parents and the childminder celebrate together when first steps are taken by toddlers and the childminder then extends her planning to expand active play opportunities. Discussions take place regularly with the local school which children attend and parents have given consent for this level of exchange to take place in order to develop consistency and for complementary learning to take place.

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

The childminder develops very strong emotional attachments with the children in her care. They seek her out, both physically and visually, to be reassured and comforted, particularly when visitors are present. For example, she has prepared children for the imminent inspection visit and older children take delight in sharing some of their activities and thoughts with the inspector. This demonstrates how settled and confident they are in the childminder's care. Babies snuggle into the childminder for cuddles and she locates their particular dummies and comforters when children are teething. The childminder works in close partnerships with parents to discuss and address children's individual needs. For example, some parents prefer their children to be settled for daytime naps in their pushchairs and the childminder complies, keeping a close eye on the sleeping children to maintain their safety and well-being. As the childminder works on her own, she ensures that children are placed in safety in the large travel cot, that doubles as a play pen, while she tends to another child's toileting needs, managing such routines with care. On her return to the room, she greets the children warmly having reassured them of her constant presence by calling to them from the first floor bathroom. Older children gain an understanding of managing their own safety and the safety of others as they are reminded to pick up small pieces of resources when toddlers are about. The childminder also reminds them to tidy away toys when toddlers are honing their walking and dancing skills so that there is ample space to do this without fear of tripping.

Children and their parents are encouraged to be aware of the importance of developing a healthy lifestyle. They enjoy regular fresh air and daily active play indoors and outside. Parents' comments mention the daily walks to and from school as well as visits to parks and play venues as being instrumental in maintaining their children's health. Parents currently provide their children's snacks and meals and the childminder takes time to discuss healthy options and inform parents of how their babies and toddlers cope with the changes to the textures and flavours parents provide in their foods. Fresh fruit is available freely and babies are encouraged to self-feed as they enjoy finger foods.

Children play very well together as the childminder manages a wide age range of children at times. Older children develop a sense of responsibility and care as they help toddlers and babies in their activities. A child shows a toddler how to open the roof on the superhero truck and returns discarded toys to a child in the travel cot. This means that special friendships are built and positive relationships are encouraged in the childminder's home. Parents comment on how the childminder uses appropriate methods of behaviour management with their children. She offers parents regular newsletters to keep them informed of the routine and activities and shares the children's developmental records freely to demonstrate their progress and achievements. Children develop their independence and self-care skills as the childminder prepares them for the next big steps in their lives. On return from morning nursery, children change out of their uniforms and are encouraged to fold them up tidily and attend to their own needs. They are supervised discreetly when attending the toilet and know that washing their hands is important in maintaining good health.

The effectiveness of the leadership and management of the early years

provision

The childminder has a comprehensive understanding of the learning and development and welfare requirements of the Early Years Foundation Stage. Children's progress is assessed carefully through pertinent observations, linked to the seven areas of learning. The childminder demonstrates her commitment to evaluating and improving her skills and the teaching as she has attended a raft of training. For example, she has sought relevant guidance and formats to ensure that she can conduct specific assessments for children at appropriate points in their lives and all information is openly shared with parents. They comment on their children's assessments, stating how pleased and happy they are with their child's progress, appreciating the support given to children by the childminder and her family. All parents comment favourably in the skills and commitment of the childminder. They complete regular questionnaires and provide written testimonials to outline their views and opinions of the service. Many reflect on how the childminder supports them and their children very sensitively, particular at times of change in their lives. The views of the children are also reflected in how the childminder responds to their interests and favourite activities in her flexible planning.

The childminder prioritises the safeguarding and welfare of children in her care. She attends regular updated training in child protection matters to ensure that any concerns can be managed swiftly if necessary. Parents are kept fully informed of this duty of care and receive copies of the comprehensive policies and procedures that outline the expectations and operation of the provision. Detailed risk assessments are undertaken to ensure children's safety on and off the premises. For example, recent building work on the premises was assessed and the childminder made alternative arrangements with the parents. Children's hand washing routines continue whilst the bathroom is redecorated with additional facilities provided to keep children's healthy and safe. The childminder works very positively with parents as children prepare for transitions in their lives such as moving to school nursery and reception class. She requests information from the settings about planned activities and regularly shares the successes children experience with her with the other staff to promote a consistent and cohesive approach to children's early years learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY333446
Local authority	Staffordshire
Inspection number	912276
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	13
Name of provider	
Date of previous inspection	19/05/2010
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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