

Inspection date	14/03/2013
Previous inspection date	23/09/2009

The quality and standards of the early years provision	This inspection:	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

- Children are relaxed and comfortable, displaying high levels of confidence in their surroundings. They have lots of fun in the purpose built playroom and particularly enjoy the easy access to favourite toys and resources.
- The childminder has a good understanding of the Early Years Foundation Stage and works successfully with children, identifying their individual levels of achievement and extending their skills through play.
- Safety is effectively prioritised. Children are well supervised and the home is maintained to a high standard to ensure that any risks of accidental harm are minimised.
- Children's individual requirements are successfully met. The childminder is positive about working with children with learning difficulties and/or disabilities and discusses any needs fully to provide a tailored approach for each child.

It is not yet outstanding because

- The outside area does not provide many opportunities for exploration of the natural world and, consequently, children do not investigate fully to learn about the effects of natural occurrences, such as changes in weather.
- The childminder does not regularly discuss children's individual goals or achievements with their reception teachers, which means that specific aims are not as rapidly achieved.

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 compulsory part 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 downstairs playroom and checked all other areas used for childminding, including the garden.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation information and a selection of other policies and children's records.
- The inspector also took account of written comments from parents and carers.

Inspector

Jennie Dalkins

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband, their adult daughter and two grandchildren aged four years and one year in a house in Fenton, Stoke-on-Trent. The whole of the ground floor and the first floor bathroom are used for childminding. There is a garden to the rear of the property for outside play.

The childminder has completed basic training including first aid and child protection. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, three are in the early years age group. Eight are school-age children who attend before and after school only. The childminder is open all year round from 8am to 6pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- develop the outdoor area so that young children have opportunities to investigate the natural world, for example, provide chimes and streamers to encourage them to explore the effects of the wind
- strengthen links with the local reception class so that children's learning goals and achievements are more regularly discussed and there is a shared approach to supporting their progress.

Inspection judgements

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

Children are eager to engage and learn. They show that they feel at home in their surroundings, entering the playroom with enthusiasm and selecting favourite toys and activities, which are all within easy reach. They enjoy playing with paint, using plastic animals to make track prints on the paper and exclaiming with glee as they see the marks they make. They experience the feel of shaving foam as they swish and swirl it in a tray and have fun putting dots of it onto their arms and face. The childminder enhances their play as she comes alongside them, encouraging them to engage in make-believe as they

turn the foam blue with some paint and use shark and fish figures to 'swim' in the sea. A range of other games and resources are on offer and children particularly enjoy listening to an interactive story, pressing the sound buttons as they respond to the events in the book. This helps them develop their literacy skills as well as their knowledge of the world as they become involved in the meaning of the story. The childminder provides time for children to develop their play after the story, and children put on hats and pretend to be the characters in the book. This flexible approach enables children to get the most out of their learning experience, based on their interests. Children's confidence blossoms as they enjoy the independence of choosing what they want to do and helping themselves to resources as required. Planned activities led by the childminder are also provided. Making pizzas and choosing individual toppings provides children with the opportunity to learn mathematical skills as they measure ingredients and count out the pieces of vegetable to go on top of their pizza slice. Preparing sandwiches and taking a picnic to the park also encourages them to talk about the foods they choose and where they come from, expanding their understanding of the world. Children also have access to the childminder's outside area. This provides them with opportunities to develop their physical skills as they play with bats, balls and other equipment. However, there is scope to extend the range of outdoor resources and activities that encourage children to discover, predict what will happen and observe natural events, such as different aspects of the weather. For instance, there are some bottles containing glitter which reflect when the sun shines, but no resources to show the effects of wind or rain. Consequently, there is scope to more fully promote children's interest and learning in this area.

Children are making good progress towards the early learning goals, which helps to prepare them well for their future learning and the move onto school. The childminder pays a high level of attention to children as they play. She skilfully questions them, asking them about their activities and encouraging them to share their thinking. This constant communication helps children to become confident in expressing themselves and developing their vocabulary. The childminder also works hard to promote speech with those children who are not yet confident communicators. She repeats familiar words to them and responds positively to their gestures or babble, encouraging them to express themselves and develop ways of communicating their needs. She is very good at picking up on children's non-verbal signals, for example, recognising when they require comfort or more stimulation. This helps to ensure that children feel cared for and also to behave well as they are always engaged in activities that interest them. The childminder is aware of each child's individual abilities and levels of attainment. She records children's achievements and monitors their progress. Where gaps occur, she provides specific activities to help children progress and discusses these with parents. Ideas to extend learning at home are also shared with parents, and these help them to develop the confidence and knowledge to help support and consolidate their child's learning. For example, the childminder encouraged parents to give children dried pasta at home and let them transfer it between containers to help them develop their co-ordination and mathematical skills. The childminder also provides activities that link into the learning older children receive at school. For instance, she helps them make a rainforest collage to reflect the topic they have been covering in reception class. However, communication with the school does not include consistently sharing information about children's progress and learning needs, so that a complementary approach is developed to moving the child forward.

The childminder regularly takes children to toddler groups and on outings. This helps them to develop a sense of their community and interact with others in a group setting. Children are supported as they enter new settings and the childminder gives them plenty of time to develop confidence, providing them with constant reassurance. Children learn to share, listen to others and wait their turn with popular equipment. This helps them develop key skills for future learning, such as concentration and turn-taking, as well as helping them to be confident in other group settings, such as the classroom.

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

Children are very settled and happy. They display warm relationships with the childminder, seeking her out for cuddles or to join in their play. They are helped to adjust to her care when they first start, by building up the time they spend without their parents. The childminder is very sensitive to each child's individual personality and character. She takes time to ensure that shy and quiet children feel safe by providing them with lots of one on one attention. Parents are encouraged to stay as long as they want during initial sessions and the childminder also calls them during the day to update them as to their child's well-being. The childminder is keen to encourage children to 'feel at home' and bright displays, such as posters showing children's faces at the centre of a sunflower, make children feel valued and special. The childminder ensures she has all relevant details about the child's needs, likes and dislikes. She works with parents on any special care needs their children may have, such helping children overcome periods of faddy eating by slowly introducing them to new foods. Children enjoy a range of healthy snacks and meals, including fish in butter sauce with vegetables and potatoes, jacket potatoes and lasagnes.

Children are kept safe in the childminder's home. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. A high level of supervision protects children from accidental harm. The childminder also teaches children to keep themselves safe. They know to stay with her on outings and how to respond swiftly during a fire drill. Children also understand how to behave properly as the childminder explains what is expected of them and consistently reinforces rules. For example, reminding children to share toys and show concern for younger children when playing boisterously. Children have plenty of opportunities to engage in active play. They have daily access to the back garden and regularly visit local parks and toddler groups where they have lots of room to run around and enjoy physical exercise. They visit the local school regularly as they take and collect older children and become familiar with the school surroundings. This helps them to be ready for school when the time comes and aids them in making a smooth transition into education.

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

The childminder is fully committed to children's well-being and has their best interests at the heart of all she does. She is warm and professional, making sure parents and children feel welcome, while ensuring that all safety procedures and welfare requirements are precisely met. Her policies and procedures are all written to a high standard and include all relevant detail. She keeps up to date with any changes in legislation and reviews her practice regularly to ensure she is continually developing. Self-evaluation is used to good effect. All recommendations from the previous inspection have been fully addressed. For example, the childminder has improved her planning of activities to ensure that it takes account of children's individual needs and emerging interests. The childminder has also made positive changes to the environment, providing a dedicated playroom that enables children more freedom to self-select resources. Future aims for the setting have been identified and the childminder is developing a range of activities and ideas for parents to use at home with their child, to promote development.

The childminder is appropriately qualified. She holds a current paediatric first aid certificate and has completed all required courses. She prioritises key areas for training and has recently completed a safeguarding course to enhance her knowledge and understanding of this crucial area. She works effectively with other professionals and is always willing to take on board new ideas. For instance, she makes changes to her planning after discussion with the local authority worker about ways to successfully follow up children's next steps. Children benefit from the childminder's keen interest in developing and enhancing the service she provides.

The childminder recognises the important role parents have in their children's learning and care and daily chats ensure that they are kept informed of any issues or changes. Warm relationships have been forged and parents provide positive feedback, stating that 'the care received is of the highest standard' and that the childminder is 'fantastic and professional'. The childminder ensures that parents are aware of how to make a complaint if they need to and shares key policies with them so that they are clear about the standards to which she works. She ensures that any accidents or incidents are fully recorded and promptly shared with parents. This helps to ensure continuity of care.

Children's safety is highly prioritised. The childminder understands the signs and symptoms that may indicate abuse or neglect and knows how to report any concerns. A full written policy is in place to support effective practice. Children move around the home safely, being well supervised at all times. Any visitors to the home are required to sign in and are never left alone with children. Children show that they feel safe in the home. They know what resources are available and confidently help themselves. The resources take account of the needs of children who attend and promote an understanding of diversity, with toys and stories displaying a wide range of different backgrounds and abilities. The childminder welcomes children with learning difficulties and/or disabilities and works in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. This helps all children to reach their full potential.

The Childcare Register

The requirements for the compulsory 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	EY330374
Local authority	Stoke on Trent
Inspection number	870804
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	23/09/2009
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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