

## Inspection date

Previous inspection date

11/06/2013

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

- The childminder has given careful thought and consideration to making sure that her home is safe and secure. She has assessed the risks to her premises very well and has taken positive action to minimise these. As a result, children play freely downstairs and outside, developing good levels of independence and confidence.
- Children's well-being is supported very well. The childminder provides a very safe, caring and loving environment. She has developed strong relationships with the children. As a result, they are making good progress in their learning and development.
- Children's good health is promoted well through effective daily routines, healthy snacks and meals and regular access to interesting activities outside of the setting.
- The childminder confidently joins in with children's play. She skilfully extends their learning and so children are active learners.

### It is not yet outstanding because

- There is scope to improve the already good partnership with parents by strengthening the two-way flow of information sharing to enable parents to support their child's learning at home.
- Self-evaluation is not fully embedded in practice because the childminder is new to childminding.

## 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 downstairs rooms.
- The inspector spoke to children and had discussions with the childminder at appropriate times throughout the observations.
- The inspector looked at documentation, a selection of policies, children's records and a written testimonial from a parent.

## Inspector

Sheila Riddall-Leech

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her partner and their two children aged 20 months and five years in Newcastle, Staffordshire. The whole of the property is used for childminding with the exception of the rear bedroom. There is an enclosed garden for outdoor play.

The childminder visits shops and park on a regular basis. She collects children from the local schools and pre-schools. There is currently one child on roll in the early years age group, who attends for a variety of sessions. Care is also offered for school aged children. The childminder visits local parent and toddler groups. She operates all year round from 7.30am to 6.30pm Monday to Friday, except for bank holidays and family holidays. The childminder receives support from the local authority.

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

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

- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- extend the evaluation and monitoring process through careful analysis and self-challenge so that the drive to improve is strengthened and practice is clearly targeted to help children achieve the highest levels of achievement.

## Inspection judgements

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

Children enjoy a very well-organised environment where they can freely select resources to support their play. As a result, they are developing good independence skills. They play very happily with the childminder, who responds to the children in very loving and caring ways. They laugh and giggle together as they roll a ball between their legs. The childminder offers much praise and encouragement during the play. She uses open-ended questions to help a child recall a train trip and so extend the child's learning about different forms of transport. They talk about fire engines and the noises they make using a new toy as an effective resource. The childminder uses effective teaching strategies as she

challenges the children to think. She asks them to identify colours, shapes and numbers. For example, how many people are in the fire engine, what colour is this car?. Planned activities are tailored to suit children's development stages and interests, For example, tricycles without pedals allow younger children to successfully move themselves around the room with confidence. A new fire engine toy which make noises when buttons are pressed and other similar resources help develop children's awareness of technology.

The childminder has a good understanding of how to support children and capture their interests. For example, she joins in a pretend shopping activity and extends the children's interest in money and shopping. The childminder provides a very good and broad range of activities and experiences that challenge and interest the children. She is very aware that children learn through play and rotates the toys and resources to maintain children's interest. She makes regular use of the garden area which enhances children's learning experiences, especially their physical skills. For example, a climbing frame, trampoline, and a range of wheeled toys are freely available. The childminder also visits a local drop-in group where children play with others, developing new friendships and have opportunities to engage in different activities. As a result, children are developing the skills and attitudes to help them prepare for next stage in their learning.

The childminder actively listens and joins in activities, motivating children and encouraging their use of language. For example, she listens to what one child asks for when pretending to shop and uses new words to extend and develop the child's vocabulary. As a result, children's communication and language skills are effectively supported.

The childminder has a very good knowledge of the progress that children make from their starting points. She knows the children exceptionally well. She completes monthly observations across the seven areas of learning and uses this information to plan activities and experiences to support children's development. For example, she observed that a child did not recognise the colour yellow and so planned a craft activity where children made collages of Easter chicks from yellow paper. She has developed a good method to track children's progress using observations and digital photographs of activities. However, although the childminder regularly talks to parents about activities their child has been engaged in during the day, assessment information is not shared with them. Information sharing continues on a daily basis so that parents can extend their child's learning at home. Parents share information about their child's starting points during the settling-in process.

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

Children form very secure attachments because the childminder knows them, and their families, very well. The children are very happy and confident with the childminder, who promotes a very well-organised, friendly and caring environment for the children in her care. The childminder and younger children collect older siblings after school and this enables them to become familiar with the school environment. A well-documented settling-in policy ensures that children are well-supported between their home and the childminder's setting. Regular exchanges of information between the childminder and parents include details of care routines, such as, what the children have eaten at lunch

time and how long they slept in the afternoon.

The childminder prepares homemade, nutritious meals and snacks that meet children's dietary needs. She supports children's well-being and independence well. For example, children are given a choice of what they want to eat at snack time. Personal care needs are supported well as children are actively encouraged to feed themselves, wash and dry their hands before eating and after using the toilet. Praise and reassurance are used most effectively to raise children's self-esteem. For example, when playing with a ball the childminder enthusiastically praises a child as the child successfully catches the ball. She models respectful interactions with the children. For example, she thanks them for visiting her 'shop' and says 'please' and 'thank you' when playing the role of a customer. Children are very well-behaved and are effectively helped to develop an understanding of good manners.

The childminder protects children from cross infection by following good hygiene practices. For example, fruit is washed before giving it to the child and children have their own pillows and blankets for naps. Children's understanding of diversity is effectively promoted through access to resources, such as attractive posters that reflect differences. She also plans activities to coincide with cultural celebrations from around the world. For example, children made collage chicks as part of their Easter celebrations.

Children have good access to a range of interesting and high quality resources, games and activities. These are rotated to maintain interests or to respond to children's requests. Children can freely access toys and resources which support and enhance their learning. They can play in, and explore the garden which helps children gain a understanding of the need for physical exercise. Children are secure in the home, enjoy their play and learning and are becoming independent and self-assured. As a result, they enjoy a positive experience that forms a sound base for future learning.

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

The childminder has a good, practical commitment to improving her service, although self-evaluation is in its infancy because the childminder has only just established her service. She is in the process of developing systems for self-evaluation and action plans for future developments. For example, she has plans to market her provision to develop a holiday club. The childminder has taken positive and active steps to develop her understanding of the Statutory Framework for the Early Years Foundation Stage. She makes very good use of relevant guidance documents, such as Development Matters in the Early Years Foundation Stage, to support her observations and assessments of children's learning to assess the educational provision offered. The childminder has a sound understanding of how children develop and learn which enables her to plan appropriate learning experiences. She has high expectations for the quality of care that she offers. She is very well-organised and methodical in her approach to maintaining documents which support and underpin her provision.

The childminder has a very good knowledge of safeguarding and welfare requirements. She keeps children safe through effective supervision. For example, she supervises children as they go upstairs to the toilet. She has a very good knowledge of child protection matters and is fully aware of the reporting procedures in order to ensure children are safeguarded. She has given careful thought and consideration to making sure that her home is safe and secure. Risk assessments are thorough and are successful in providing a safe environment where children feel comfortable and at home.

The childminder has developed very good relationships with parents and liaises with them in relation to their children's care needs. Older children cared for by the childminder before and after school and during school holidays, are siblings of younger ones. This ensures continuity of care and consistent practice and also enhances her relationships with parents. Children also receive continuity of care and learning because the childminder has established good links with other settings and local schools. This means that she can effectively support and prepare children, promoting consistency in their experiences.

### **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>	EY453685
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	895552
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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