

Inspection date

Previous inspection date

15/07/2013

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 provides bright, stimulating and fun activities, toys and equipment which encourage children to explore and develop their imagination. As a result, children quickly develop the characteristics of effective learning through their interactive play.
- Children's sensory development is promoted very well. The childminder engages children in active games and rhymes that encourage them to look, listen and touch as they handle a variety of objects and materials.
- The childminder's home is exceptionally well organised, with bright and attractive resources that are easily accessible to children. This helps them to develop their growing independence, as they make their own decisions about what they do and play with.
- The childminder skilfully reviews her own practice and builds positive relationships with parents and other professional partners. This fosters strong continuity in children's care and learning.

It is not yet outstanding because

- The childminder does not always expand children's mathematical learning during their spontaneous play, such as counting the number of bubbles as the children reach to pop them.

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 childminder's home and discussed the learning outcomes of an observed activity with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability and qualifications, her self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and other professionals from information included in the childminder's own satisfaction questionnaires and quality partnership support records, and from observations of how young children settle, play and behave.

Inspector

Jayne Rooke

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged 16 months in Tamworth, Staffordshire. The whole ground floor of the house, one bedroom on the first floor and the rear garden are used for childminding.

The childminder attends a toddler group and other children's activity groups in the local area. She visits the shops and park on a regular basis. She collects children from local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the 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 children's awareness of number names by, for example, encouraging them to count the number of bubbles as they reach to pop them.

Inspection judgements

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

The childminder supports young children's active learning very well through her positive interactions. As a result, children develop the characteristics of effective learning early on. For example, they show high levels of curiosity and interest in their surroundings, and make confident decisions about what they want to do and play with. The childminder skilfully fosters children's interactive play by providing bright, stimulating and fun activities, toys and equipment to enhance their learning experiences. For example, she follows children's obvious enjoyment and interest in music, rhymes and imaginative play, offering a wide range of dolls, books, instruments and puppets to ignite their imagination and creativity. Consequently, children express their own thoughts and ideas through their play and explorations.

The childminder instinctively responds to children's changing needs and interests, because she closely observes their body language and gestures. In this way, children's sensory development is nurtured. For example, when young children reach for the bubble-blowing machine, the childminder uses this opportunity to introduce songs, rhymes and active movement to enhance their visual and listening skills. She adds an element of excitement

and fun to their play as she sings and dances with them. However, she does not always expand other aspects of learning during this spontaneous play, such as counting the number of bubbles as the children reach to pop them. The childminder successfully promotes their physical development as children learn how to move their bodies in different ways and coordinate their movements. This helps them reach their next stage of development, as they gain the confidence to crawl, walk and maintain their balance. Consequently, children confidently try new things, such as twisting the hula-hoop round their waist.

Stories, books and significant outings feature regularly in children's daily activities and planned events. This fosters their enthusiasm for reading and exploring new and familiar experiences. For example, young children look at and point to different pictures as they turn the pages of a well-loved story book. This supports their literacy development. The childminder prompts their communication and language development as she encourages them to repeat the names of the pictures and the sounds of different animals. She makes good links to significant events in children's lives, by providing books and nursery rhymes that are similar to those they see at home. This creates excellent opportunities for parental involvement and shared learning experiences.

The childminder makes clear and precise observations and assessments of each child's rate of progress across all areas of learning. This helps her to identify what children are already capable of and what they need to do next to progress to their next stage in learning. She uses this information effectively to plan future learning experiences which set new and ever-increasing levels of challenge for each child. As a result, children make good progress towards the early learning goals and are very well prepared for their move on to school.

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

Children settle quickly and separate happily from their parents because the childminder forms strong and positive relationships with them. She obtains detailed information about each child before they first start to attend, which helps her to plan for their individual care and routine needs straight away. The childminder speaks kindly and with enthusiastic encouragement to children, which boosts their confidence and self-esteem. She explains clearly why it is nice to share their toys with each other. She has a wide range of additional toys available to attract young children's attention in other directions when needed. This encourages children to adopt considerate and respectful behaviour. The childminder pays close attention to children's safety, as they remain under her close supervision. She gently guides them away from hazards, for example, by explaining why it is not safe to climb on a chair. This helps children to understand how to keep themselves safe.

The childminder promotes children's healthy growth and development by offering them nutritious and well-balanced meals, snacks and drinks. She follows their individual sleep routines and dietary requirements, to ensure that their good health is maintained. She ensures that they get plenty of fresh air and exercise outdoors each day, so that they are physically active. She carefully adapts activities and routines so that children play indoors

when it is too hot and sunny. This protects children from over-exposure to the sun.

The childminder organises her home exceptionally well. She creates a bright, visually stimulating and child-centred environment which inspires children to explore and develop their growing independence. For example, young children know where to find their comfort toys and the cosy corner when they are ready to settle themselves down for a sleep. They help with routine tasks, such as tidying away the toys, and can reach other toys easily when they want to make choices and decisions of their own.

Children become well prepared for new experiences and change, as the childminder gradually introduces them to other community activity groups to enhance their social interactions. She makes careful adaptations to her practice, in response to children's individual needs and feelings. She shares daily information with parents about their child's care and activities so that they are fully informed about all aspects of their child's day. As a result, children's emotional well-being and stability are secure.

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

The childminder demonstrates a secure understanding of how children learn and develop. She uses child development reference materials effectively to guide and inform her practice. She skilfully adapts routines and activities to meet the needs of each child in her care. This successfully promotes inclusion. As a result, all children enjoy a broad range of exciting and fun activities which help them to progress and achieve to their best potential.

The childminder is clear about all safeguarding procedures, so that protecting children from harm and neglect is prioritised. She recognises the signs and symptoms of abuse, and is confident to refer any concerns about a child's welfare to the appropriate authority. She shares detailed policies and procedures with parents, so that they fully understand her legal roles and responsibilities. This fosters strong working partnerships.

The childminder successfully evaluates aspects of her practice that are strong. For example, she has recently undertaken a sign language course so that she can communicate more effectively with non-verbal children. This helps children to feel settled and to overcome any emotional anxieties. She has developed open and trusting relationships with parents, so that they feel comfortable to share information about their child's routine needs and developmental progress. She has clear plans for future improvement, to enhance her professional knowledge, skills and practice through further training.

The childminder actively seeks the views of parents, children and other professionals to contribute to her self-evaluation. This helps her to determine what she does well and what she can do to make things more successful. For example, she observes young children's positive behaviour and emotional responses, which tells her that they are happy to attend and feel safe and comfortable in her care. Parents provide very complimentary written comments, which show that they are very happy with the childminder's 'excellent' provision. They state that their children love attending and enjoy extended social

interactions. The childminder values the support she receives from early years advisers and other childminders, which helps to strengthen her good practice and partnerships. Consequently, children receive good levels of support which are carefully tailored to meet their individual needs.

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	EY458573
Local authority	Staffordshire
Inspection number	903424
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
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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