

Inspection date	19/07/2013
Previous inspection date	20/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy the relaxed atmosphere where they are confident to explore and play. They show high levels of confidence and are engaged and interested in all activities on offer.
- Children's safety is of paramount importance. The home environment is safe and secure and all outings are fully risk assessed prior to departing.
- The childminder works effectively with children as she has a strong understanding of the Early Years Foundation Stage. She identifies their individual levels of achievement and helps them make good progress through focussed play opportunities.
- Children's self-esteem is successfully promoted as the childminder is warm and patient, attentive and kind. The childminder takes time to get to know each child, sensitively considering their likes and dislikes and ensuring any special requirements are fully met.

It is not yet outstanding because

- Parents are not regularly asked to contribute information about their child's learning at home and there is scope to improve the two-way sharing of information to build a complete picture of the child in order to promote and support swift progress.
- Children currently do not use the outside area to develop their literacy or creative skills. There is scope to further improve the layout to make this a more stimulating environment.

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 rooms and checked all other areas used for childminding.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, 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 1994 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives in a house in Heron Cross, Stoke-on-Trent. The whole of the ground floor and the rear garden is used for childminding. The childminder employs an assistant. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently nine children on roll, two of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- strengthen the partnerships with parents by promoting an ongoing dialogue or sharing of regular two-way observations of learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- improve the layout of the outside area to provide a more stimulating learning environment where children can develop a range of skills including literacy and creativity.

Inspection judgements

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

The childminder provides a warm and welcoming home where children feel secure and relaxed. They quickly settle as they arrive, selecting favourite games and setting up activities for themselves. They are enthusiastic and confident learners, secure to explore their feelings and thoughts as the childminder continually encourages and supports them as they play. They ask for help to get particular items and seek the childminder out if they want reassurance, such as a quick cuddle. Children have great fun setting up a shop, displaying items for sale and making a checkout area. They play together harmoniously as the childminder helps younger ones to find a role in the game. This enables all ages to enjoy the activity. Mathematical skills are developed as children count out money to pay for items. Children do this with proper meaning as the childminder helps them to recognise the different values of the coins they hold. This enables children to make good

progress in their counting skills and develops their understanding of how money works in the real world. Play is extended as children develop the shop into a cafe and take orders. They role play waiting on customers and put together meals with the toy food. Communication skills flourish as they are fully absorbed in their role, asking customers if they want dessert and making up interesting flavours for the ice-cream. Craft activities are also enjoyed. The childminder shows them how to make flowers out of tissue paper and children develop good manual dexterity as they fold and stick these together. Painting, play-dough and drawing activities are also offered. The childminder displays children's efforts around the home, contributing to the welcoming atmosphere.

Outings to parks, indoor play centres and other local attractions are also provided. Children feed the ducks, look for insects and collect leaves and bugs on walks. They enjoy finding slugs, which they describe as 'yucky' and develop good physical skills as they use large outdoor equipment. They show good control as they pull themselves up on rope ladders and then enjoy whizzing down slides. In good weather, the childminder encourages children to be outside for most of the day, taking picnics to the park for them to enjoy. There is also a small back yard attached to the childminder's home, where children have been involved in growing vegetables and fruit. They enjoy planting out the seeds and seeing them grow into tomatoes, peas and strawberries. Children get great pleasure in picking the ripe produce and enjoy it at snack time. This helps them develop an understanding of where food comes from in a fun and interactive way. However, the outside area is not used for other activities. There is no written word, outdoor decoration or creative resources to make this area more inviting to children. Consequently, it is not used frequently. Children become familiar with the schools they will attend. They regularly walk down to the local schools and get to know the layout of the building and playground as they wait for older children. Children learn to share, listen to others and wait their turn with popular equipment as they play together in the childminder's home. 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.

All children are making good progress towards the early learning goals. This helps to prepare them well for their future learning and the move onto school. The childminder skilfully supports them, knowing when to ask questions, offer help or leave them to develop their own play and understanding. Plenty of time is given to every activity, enabling children to get as much out of it as possible. For example, a game of monopoly is enjoyed for a sustained period of time, enabling children to build up their understanding of how the game works. Even very young children are encouraged to join in, moving their counter the correct number of spaces in correspondence with the number on the dice. Similarly, role-play activities continue until children decide they have had enough. This encourages them to be active learners, determining their own objectives and enjoying open-ended play opportunities. The childminder also provides focussed input to help children with their individual goals. She spends time on a one-to-one basis, helping children to learn number, colour and the initial sounds in words. The childminder knows the children well and tailors her approach to their learning style. For instance, she draws out a face with a child, drawing the ears, nose and mouth as he suggests the shape they should be, before encouraging him to try his own drawing as he gains confidence. This sensitivity to learning styles enables children who prefer to watch and learn to develop at their own pace.

Children's achievements are recorded and the childminder regularly monitors their development to ensure that they are continually making good progress. She identifies ways to help children move forward and uses this to inform the planning of future activities. This ensures that planned events are of interest and are challenging to children to promote development. The childminder consults with parents at the start of a placement to determine children's starting points and ensures that parents are kept informed as to their child's progress through a comprehensive daily diary. Parents comment that this is of great use 'helping me to understand my child's progress'. The childminder also makes suggestions about activities their children have enjoyed that they could carry on at home. However, she does not regularly invite parents to contribute what they know about their child to the assessment process. As such, there is scope to further promote a more shared approach to helping children develop even further.

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

Children display close relationships with each other and with the childminder in this friendly setting. They are encouraged to show concern and include each other in their games. As a result, everyone feels special and valued. The childminder displays genuine warmth and affection for all the children and this also helps them to swiftly settle and display high levels of confidence in their surroundings. They show that they 'feel at home' as they go to the toilet independently and ask for drinks or snacks to meet their needs. They are further helped to settle into the childminder's home as she encourages parents to build up the time they leave their child with her. She speaks to parents prior to their children attending and finds out about each child's individual personality and character. She discusses any special requirements with parents to ensure that she is able to fully meet the child's needs. For example, she ensures that any special medical conditions are fully understood so that she is able to respond appropriately to any physical or emotional issues.

Children are also kept safe. 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 employs a fully vetted and trained assistant to help out at busy times, so that children are continually supervised. For example, during lunchtimes the assistant is able to supervise play while the childminder prepares the food. The childminder also teaches children to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. Children also understand the importance of following house rules. These are displayed in the home and are explained in child-friendly terms. For instance, children know not to play on the stairs as it could be dangerous and someone could get hurt. Consequently, children respond positively to rules as they know they are for their own well-being. Good behaviour is further encouraged by the childminder's effective techniques. Children choose who should get stickers based on how well they have done each day and praise each other for helping out or trying at an activity. They all receive encouragement and praise from the childminder and even get individual achievement awards that are special and meaningful to them.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with visits to parks and regular walks in the local area. Children visit the local school regularly as they take and collect older children and become familiar with the school surroundings. The childminder's assistant also works at the local school, which helps children to settle as they recognise a familiar face. This helps them to be ready for school when the time comes and aids them in making a smooth transition into education. Children regularly eat the fresh fruit and vegetables that they grow with the childminder and learn about healthy foods and where these come from. They know it is important to wash their hands after messy play or after visiting the toilet and learn about food hygiene as they help to prepare the table for meal times.

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

The inspection was brought forward by Ofsted following concerns raised about safeguarding practice, suitability matters, accident and injury recording and behaviour management. The childminder was issued with a notice to improve from Ofsted to strengthen her accident and injury recording procedures and now recognises it as good practice to record all incidents, however minor they may seem. She has also re-organised her filing system so that information is more easily accessible. Action taken has significantly improved her practice.

The childminder is fully committed to providing a high quality service. Children's well-being and enjoyment are undoubtedly at the heart of this provision. She is dedicated to meeting the needs of each child and enabling them to reach their full potential. Parents recognise the huge commitment she makes commenting that 'the dedication that she puts in is second to none'. 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 has a positive attitude towards developing her provision further. Self-evaluation is used to good effect with the childminder effectively identifying the strengths of her setting and areas for development. The recommendations and actions from previous inspections have been fully addressed. Goals for future development have been identified and action has been taken to ensure that these will be swiftly met. For instance, the childminder has registered with the data protection agency to ensure that she is complying with the rules on holding sensitive information appropriately.

The childminder is appropriately qualified. She holds a current paediatric first aid certificate and has completed all required courses. She has also ensured that her assistant is suitable to work with children and has included her on recent first aid and safeguarding training. This ensures children receive consistent care from both the childminder and the assistant. Safeguarding procedures are fully understood and the childminder ensures that children are always treated in accordance with her safeguarding and welfare policies. For instance, physical restraint is only used to protect children from harm and the childminder understands that this must be promptly shared with parents if such an incident arises. The childminder uses her assistant well, making sure that she is well deployed to promote children's safety. 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 move around to access the toys they want. This encourages their independence and gives them a good sense of freedom. 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 special educational needs 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 childminder builds positive relationships with parents and chats to them on a daily basis about their child's achievements and well-being. She collates feedback from parents to ensure they are happy with the care provided and to ascertain whether there are any changes they would like her to make. Parents report that they are very satisfied with the care and comment that they have 'no hesitation in recommending her' and that it is 'a joy to collect my children and see so many happy smiling faces'. 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. There are no children currently attending other provisions alongside the childminder's care. However, the childminder is clear about how to liaise with other providers to ensure that children's learning and development needs are discussed. This ensures that a complementary approach between settings can be established should the need arise.

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	224424
Local authority	Stoke on Trent
Inspection number	928071
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	20/05/2009
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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