

Inspection date	19/07/2013
Previous inspection date	15/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder provides a secure environment where hazards are suitably minimised through detailed risk assessments and the appropriate use of safety equipment.
- Children are provided with a broad range of learning experiences as the childminder plans outings and activities that promote all areas of learning.
- Children's individuality is valued. The childminder collates information from parents to get to know each child and responds to their individual needs positively, using detailed care plans for any special requirements.

It is not yet good because

- The childminder has not maintained a complaints record detailing any concerns that have been raised and how these have been dealt with. This prevents parents from determining how children's care has been regulated to ensure that standards are maintained.
- There is scope to further develop a stimulating learning environment that encourages children to explore and develop all their skills during outdoor play.

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 looked at planning documentation, the childminder's self-evaluation information and a selection of other policies and children's records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked the downstairs rooms and garden and all other areas used for childminding.
- 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 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and five children aged 14 years, 11 years, seven years, two years and five-months-old in a house in Blurton, Stoke-on-Trent. The whole of the ground floor, the bathroom on the first floor and the rear garden is used for childminding.

The childminder attends a number of toddler groups 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 is currently one child on roll. This child is in the early years age group and attends for a variety of sessions. However, there were no children present at the time of inspection. The childminder operates all year round, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a record of all complaints received and details of their outcomes and make this available to parents on request.

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

- develop further the outside learning area to provide a stimulating environment that promotes children's desire to explore, and in particular, develops their literacy skills as they play outside.

Inspection judgements

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

The childminder provides a warm home environment for children to enjoy. A range of suitable toys and resources are on offer, which encourage children to learn through play. Suitable planning means that activities are age-appropriate and are linked to children's interests, as the childminder takes account of who is attending when she plans her day. Resources are clearly displayed so that children are able to choose for themselves their favourite toys. Dolls, trains, jigsaws and craft items, such as paints and play dough are all

available and provide opportunities for children to develop their creative skills and imaginative play. The childminder also plans a range of outings to engage and stimulate children. She regularly visits toddler groups and takes children to the park for games and picnics. Trips to the local supermarket are also undertaken so that children can select, for example, toppings for their own pizzas, which they make at home. Children are encouraged to count out slices of vegetables and help to measure out ingredients. This activity develops their mathematical skills and their understanding of the world as they see how things change as they are prepared and cooked. The childminder understands how to extend their learning through the use of open questions. She asks children to describe how sand feels as they play with it and how it changes as they add water to it. This encourages communication as children explain their thoughts and understanding. The childminder is also aware of how to support children who are less confident in communicating. She has attended the 'Stoke Speaks Out' training up to level 3 and is clear on how to work with parents to help children with speech delay to make progress in this area.

The childminder has designed her home to allow children to use the outside area freely throughout the day. She recognises that some children learn better in the outdoor environment and appreciates that all children benefit from regular physical activity. The garden provides opportunities to play on tricycles and scooters as well as ample room to run around and play with bats, balls and other equipment. However, the childminder has not considered ways to fully develop the garden to provide support for children's progress in all areas of learning. In particular, there are few resources to promote literacy. Consequently, there is scope to better promote children's development in this area.

The childminder has appropriate systems in place to record children's achievements and monitor their development. She consults with parents regarding children's starting points, recording what they can and cannot do and discussing any goals they want their children to achieve. She also uses a daily progress diary to share her observations with parents and to keep a record of children's progress. This ensures parents are constantly aware of their child's development. The childminder understands the importance of regularly monitoring children's 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 helps to ensure that planned events are of interest and are challenging to children to promote development. The childminder regularly takes children to and from school and on outings to the local shops, indoor play centres and other attractions. This helps them to develop a sense of their community as well as providing further opportunities for fun activities. For example, they visit a number of local playgroups where they have the opportunity to mix with other children and play with larger equipment, such as 'sit and ride' toy cars. The childminder teaches children to share, listen to others and to wait their turn with popular equipment as they play together. 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 helped to settle into the childminder's home as she encourages parents to slowly build up the time they leave their child with her. She speaks to parents prior to their children attending, making sure she is fully aware of any special requirements and the child's likes and dislikes. This helps children to settle quickly as the childminder provides favourite activities that they are keen to play with. She is also able to make sure their individual needs are met through sensible care practices. For instance, a full care plan is completed for children with medical needs or allergies to ensure that all food and activities are safe and suitable for them.

Appropriate action is taken to help keep children safe. All exterior doors are kept secure and effective risk assessments help ensure that all areas and equipment are fit for use. 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. The childminder talks to children about how to behave and explains rules to them so they learn why they should not jump on furniture or run when inside the home. She has a written behaviour policy in place and has attended training on how to promote positive behaviour. Consequently, she displays a sound understanding of how to deal with unwanted behaviour appropriately and is clear about acceptable techniques to manage unwanted actions. The childminder adopts a firm tone and encourages children to take time out when they become too boisterous. Young children sit on her knee until they have calmed down and then she reminds them to play safely before allowing them to return to play. With older children she encourages them to think about their actions and consider alternative ways of behaving, such as waiting for a turn with popular equipment. This enables children to develop self-control and learn to regulate their own actions.

Children's good health is promoted through sensible routines and a commitment to a healthy lifestyle. Active play is encouraged with opportunities to use the garden throughout the day and regular walks in the local area. 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 move into formal education. Physical play is also made possible indoors, with regular visits to playgroups and toddler groups where children are able to enjoy more space. The childminder is committed to providing healthy meals and is working towards a healthy eating award. She provides freshly made food, such as salad and wraps, breaded chicken, soups and sandwiches.

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

The childminder is generally well organised and is clear about her role in promoting children's learning, development and welfare. She displays a good understanding of most of the requirements of the Early Years Foundation Stage and seeks to keep up to date with all changes in legislation. She provides parents with copies of her written policies, which are all of a suitable standard and contain all relevant detail. For example, she has a comprehensive sick child policy, which includes details of how long to keep children away from the setting if they are unwell with contagious illnesses. This helps to promote the health of all. Parents also know about her complaints policy, which makes it clear how to

raise a concern should one arise. However, the childminder has not maintained a record of previous complaints for parents to see on request. This prevents them from seeing what action, if any, has been necessary to ensure that children's care is continually maintained to required standards.

The childminder otherwise has a clear understanding of the strengths and weaknesses of her setting. She uses self-evaluation appropriately, obtaining the views of children, parents and other professionals to assess her setting and reflecting on her own practice to identify areas for improvement. The recommendations from the previous inspection have been addressed. For example, she now provides children with the opportunity to consider the beliefs of the wider community through a range of activities, such as celebrating the Chinese New Year, Easter and other religious and cultural festivals. 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 is also keen to develop her own skills for the benefit of children. She holds a current paediatric first aid certificate and has completed a level 3 qualification in Children's Care, Learning and Development. She regularly attends other training courses including instruction in safeguarding practice. Consequently, she displays a good understanding of how to protect children from harm and is clear about the signs and symptoms that may indicate abuse. She understands how important it is to protect children from harm and has updated her safeguarding policy to include camera and mobile telephone use to further promote children's well-being. Children benefit as new ideas and techniques are incorporated into the setting.

The childminder seeks to build 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 that they are happy with the care provided and to ascertain whether there are any changes they would like her to make. There are no children attending at present who attend any other early years provision. However, the childminder is clear about how to work in partnership with other settings to promote a shared approach to supporting children's learning and development. 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 to ensure that all children are supported to reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a written record, for a period of three years, of all complaints including the

outcome of the investigation and the action taken in response (compulsory part of the Childcare Register)

- keep a written record, for a period of three years, of all complaints including the outcome of the investigation and the action taken in response (voluntary part of the Childcare Register).

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	EY339554
Local authority	Stoke on Trent
Inspection number	927836
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	1
Name of provider	
Date of previous inspection	15/05/2012
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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