

Inspection date

Previous inspection date

08/08/2013

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 a very good understanding of how children learn. She accurately assesses the next steps in their learning and provides exciting and purposeful learning opportunities. This ensures that children make good progress in all areas of their learning and development.
- Children are motivated learners, who are encouraged to develop their thoughts and ideas through actively leading their play. This means that they develop skills for the future and are well prepared for the next stage of their learning.
- Children are happy, secure and settled. They form secure attachments to the childminder, which promotes their emotional well-being and their independence.
- Partnerships with parents and other providers which children attend are strong. This ensures that children's learning and development needs are met consistently.
- The childminder has developed and implemented a comprehensive range of policies and procedures. Alongside this, she is committed to further improving her provision through self-evaluation and ongoing professional development. This has a very positive impact upon the quality of her environment and the educational programmes she provides for children.

It is not yet outstanding because

- There is scope to further develop children's very good independence skills through allowing them to pour their own drinks and prepare their snacks.

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 snack time, a range of activities outdoors and lunch time.
- The inspector spoke with the provider and children throughout the inspection.
- The inspector examined a range of documentation, including planning, children's development records and policies and procedures.
- The inspector took account of the provider's self-evaluation and plans for improvement.

Inspector

Sharon Lea

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 two children aged 10- and seven-years-old in a house in Leek, Staffordshire and uses the whole of the downstairs of the house and the rear garden for childminding. The family have a pet guinea pig, a cat and a pet hamster.

The childminder visits the local parks on a regular basis. The childminder is able to collect children from the local schools and pre-schools. The provision is open all year round, Monday to Friday, except for family holidays. There are currently two children on roll. The childminder is a qualified early years teacher and 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:

- extend the opportunities for children to develop their independence skills during snack and meal times. For example, through enabling them to pour their own drinks and prepare their own fruit at snack times.

Inspection judgements

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

The quality of teaching is very good. This is because the childminder has a very good knowledge and understanding of the prime and specific areas of learning and how children learn. She carries out observations of children during play, using these to identify current levels of development and potential next steps for their learning. This enables her to plan the environment and activities to support the individual needs of each child. For example, she provides a 'fire station' in the outdoor area, complete with helmets and fire hoses. This supports a child, who enjoys imaginative play and is interested in the emergency services. The childminder extends this learning opportunity further to support the child to develop his writing skills, through interesting 'incident forms', which the child can use to record on. This demonstrates the childminder's knowledge of children's needs and how she supports them through her skilful teaching.

Children's learning and development needs are well met because the childminder observes

children closely, playing and interacting with them to support and extend their play. She encourages and extends children's learning as she gives them ideas, provides challenge and promotes their thinking skills. For example, the childminder provides a large scale painting activity outdoors. In addition to a selection of paint, she provides other materials, such as, sand, rice and sugar. Children are encouraged to add this to the paint, sharing their thoughts on the texture and consistency before using it to make prints with their hands and feet. The activity is extended even further to support an older child to mix together different colours of paint, predicting what colours he will make.

The childminder is very good at playing with children and following their child-initiated play. For example, she joins in a pretend journey to a desert island on a pirate ship, where they play in an imaginary park and dress appropriately for a swim in the imaginary sea. This opportunity is used by the childminder to its full learning potential, supporting children's communication and language, physical skills and understanding of the world. She skilfully enhances this play, leading them into the role play cafe, where they decide what foods they would like to include on the menu. They write this down with the resources she has made available. This supports their developing imaginations and skills in early writing. In addition, children experience a good balance of child-initiated play and adult-led activities, which support and extend their learning.

Children's communication and language development is very well supported by the childminder. She engages children in conversation, listens to their responses, answers their questions and asks them open-ended questions to further their thinking. For example, during snack time an older child shows curiosity about where his food goes when he has swallowed it. The childminder explains this at a level appropriate to his understanding and he is satisfied with her response. Learning is woven into everything the childminder does with children. For example, mathematical concepts, such as number, colour, size and length are incorporated during snack time. This is because children are encouraged to name the colour of plates and bowls, count the pieces of fruit and compare the lengths of bread sticks. The childminder provides a print rich environment, where resources are labelled with pictures and print. This assists children to develop their early reading skills. Books for all ages are freely available and children visit the library regularly with the childminder to select new ones. Resources for writing and making marks are evident indoors and outdoors, where children use pencils, pens, chalks and paint to enable them to develop their early writing skills. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

The childminder is committed to working in partnership with parents and carers and developing positive relationships. This is to promote consistency of support with regards to children's learning and development. Parents complete initial paperwork identifying what their child can do and their particular interests. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Parents receive ongoing feedback about their child, through daily diaries, newsletters and their child's development profile. They are actively encouraged to contribute information about their child's learning at home. This is recorded in their child's profile and used by the childminder to plan for the child's individual needs and interests. Summaries of each child's learning and development are shared with parents and a

thorough progress check at age two is completed with parents. This is shared with other professionals if additional support needs are identified. This ensures that children receive consistent support with their learning and development, both at home and in the childminder's care.

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

The childminder has developed a good system to support children in settling into her home and developing strong attachments. The individual needs of each child are taken into account and as a result, children settle well. Useful information is gathered from parents and carers to support children settling-in. This includes personal information, such as their likes and dislikes and their personal care routines. This means that the childminder can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met. Similarly, the support for children, who attend other settings, is just as effective. For example, the childminder shares information about the child's learning and development with pre-schools, nurseries or schools, which children attend in addition to her setting. This ensures that their learning and development needs are consistently met. All children are well prepared for any transitions in their life and for entering school. This is because the childminder is fully aware of the skills, which children need in order to support this, such as being confident and prepared socially. Therefore, they are enabled to make good progress in their learning and development.

Children display confidence in their surroundings and are eager to learn and play in this welcoming provision. The environment, both indoors and outdoors, enables children of all ages to freely select a wide range of high quality resources to support their play and learning. In addition, the childminder develops her planning to include activities, which children have requested, such as building dens or setting up a fire station for imaginative play. Children behave well because the childminder consistently role models positive attitudes and provides them with sufficiently challenging activities to ensure that they do not become bored or frustrated. Older children are fully aware of the house rules, such as, respecting their surroundings, being kind, sharing toys and listening to one another.

Opportunities to explore the wider community, such as local parks are taken as often as possible. This supports children to develop an understanding of the wider community and to reinforce staying safe through road safety awareness. Children have daily opportunities for physical play outdoors, which promotes positive attitudes towards fresh air and exercise. Children develop their understanding of safety needs through measures, such as safety gates and closing these behind them. They also learn about keeping themselves safe outdoors through stepping carefully into water during a foot printing activity. Awareness of sun safety is developed through the childminder discussing why sun cream and sun hats should be worn. This is extended to include the importance of drinking water to keep hydrated and spending periods of time in the shade. As a result, children learn how to keep themselves safe and why this is important for their health and well-being.

Healthy eating is promoted through the snacks provided by the childminder. These include

a wide range of fresh fruits, crackers and bread sticks. Parents provide main meals from home, which the childminder safely reheats, following good food hygiene procedures. The childminder discusses healthy eating with children. They have been involved in 'grow it, eat it' sessions at the local children's centre, where they have grown strawberries, carrots and radishes, which they have eaten. This supports their understanding of where foods come from and healthy diets. Self-care is promoted well, as all children benefit from established hygiene routines. As soon as children can, they are encouraged to wash their hands before snacks and meals and after playing outdoors or using the toilet. They feed themselves well as they have been given the opportunity by the childminder to do this. This prepares children well in readiness for going to school. There is, however, scope to improve further, the existing very good opportunities for children to develop their independence skills, through pouring their own drinks and preparing their own snacks.

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

The childminder is highly organised and has ensured that she fully complies with all aspects of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has also ensured that she fully meets the learning and development requirements of the Early Years Foundation Stage, planning proficiently, so that all seven areas of learning are provided for. The childminder reviews and evaluates her provision weekly and asks children about what they have enjoyed and would like to repeat. This results in her planning being current and appropriately meeting the changing needs and interests of children in her care.

The childminder has a good awareness of the signs that may cause her concern about a child's welfare. She fully understands the importance of her role in protecting children and seeking appropriate help and advice when necessary. Parents are fully aware of her duty of care through her detailed policies and procedures, which are shared with them at the outset of care arrangements. The childminder undertakes comprehensive risk assessments for her home and all outings. Detailed accident and medication records are maintained and signed by parents. Her home and garden are safe and secure and children are supervised at all times. This helps to ensure that children are protected from harm.

Partnerships with parents are very good and questionnaires completed by them speak highly of the support and experience they and their child receive. Daily verbal and written information is shared with parents to ensure they are fully involved in the care and learning of their child. As a result, the childminder can promote consistency in children's care and learning. Parents receive quarterly newsletters and have access to planning information through a parent notice board. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

Children's development and welfare is enhanced as the already well qualified childminder attends a variety of training courses. Her commitment to continual professional

development, to ensure that her provision supports children to reach their full potential in their learning and development, is evident. The childminder has completed a thorough self-evaluation of her provision to identify her strengths and areas to improve further. She gathers feedback from parents and carers and takes into account any external feedback, for example, from the local authority. Changes made benefit children, who attend and her identified areas for improvement build on her already good practice.

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	EY457333
Local authority	Staffordshire
Inspection number	904605
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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