

Inspection date	01/08/2013
Previous inspection date	05/07/2011

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

- The childminder understands how children learn effectively, and supports all children in making good progress through a very effective balance of child-initiated and structured activities, valuing children's own choices and interests.
- The well-planned environment creates opportunities for children to promote their independence as they engage in activity in the playroom and garden, and feel settled and secure in the child-focused home.
- High regard is given by the childminder to her professional development, utilising her skills and expanding knowledge of early years care and education to enhance the learning experiences and opportunities for all children, particularly in the prime areas of learning and development.
- Children are very safe and secure in the childminder's care; she has stringent risk assessments in place and encourages children to consider their own safety and that of others through her effective organisation and support, covering activities both on and off the premises.

It is not yet outstanding because

- There is scope to extend opportunities for children's exploratory and investigative play in the natural 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 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 and care routines in the main playroom of the childminder's home, and checked the suitability of all other areas used by children.
- The inspector spoke with the childminder and the children at appropriate times throughout the visit.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of household members and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of some parents, as recorded in their written feedback to the childminder.

Inspector

Patricia Webb

Full Report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged eight and six years in Stafford. The whole of the ground floor and the rear garden are used for childminding. The family has two pet rabbits.

The childminder attends various 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 are currently 16 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except Bank Holidays and family holidays. The childminder holds a foundation degree in early childhood studies and is working towards a full degree. She is also working towards achieving Early Years Professional Status and is a member of the childminder network within 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:

- expand opportunities for children to explore and investigate their natural environment. For example, by developing forest school style activities, to further hone children's senses and allow them to show exuberance in their play.

Inspection judgements

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

Children make good progress in all aspects of their learning and development, supported by the enthusiastic and professional childminder. She observes children keenly, noting the patterns, or schemas, in their play and sharing this information with parents. This demonstrates her awareness of how individual children learn in different ways and is reflected in the child-led planning that forms the framework of the childminder's practice. Children enjoy making choices about their activity, selecting from the wide range of well-presented resources indoors and outside. They settle for a favourite story and the childminder uses her undulating voice to engage them and encourage them to join in with familiar phrases. This promotes children's communication and language and begins to promote their literacy and love of books. Some children show very good mathematical skills as the childminder extends and challenges them. She responds to children's interest

in the numbers poster, knowing that the children know all their numbers by rote and sight. Together, they count the characters and when the children get it wrong, the childminder asks them to count again to be able to correct the error for themselves. Extension and challenge is used to strengthen this development as the childminder says 'you were nearly there; if that's 10, what is the next number going to be?' The children beam with delight when they then succeed, praised by the childminder, who is keen to promote self-esteem and ensure that children are motivated to learn.

Younger children and babies hone their physical skills as the childminder observes babies' crawling exceptionally well. When the children reach the step, the childminder stoops down to the children's eye level and encourages further effort in order to clamber over the step. Once achieved, there is great celebration and clapping, and the babies beam with delight. Outside, children enjoy being active on the trampoline and the slide, knowing how to use such equipment with care and in safety. They can also relax in the mini-den created between the bushes, and they bring books, games and favourite comfort toys outside, just as they do indoors. The opportunities for children to explore and investigate are not yet fully exploited in the outdoor environment. This is something the childminder has identified for herself through her own reflective practice.

Children talk about their holidays and the childminder supports this by planning various activities around the subject. Children consider the differences between holidaying in Britain and abroad, and consider how they might travel to the various destinations and search out maps and information about the different countries. They develop their skills in information and communication technology as they activate the bee-shaped programmable toy and discover cause and effect as they direct and manoeuvre it.

The childminder shares the accurate and pertinent observation and assessments with parents, and they contribute to the summaries of their children's progress. The use of daily diaries supplements the partnership working, and parents contribute comments through this media. They are kept fully informed of their children's progress, particularly as children prepare for the next big steps in their lives, such as the move to full-time school.

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

Children are settled and very much at home with the childminder and other members her family. They seek out the childminder for reassurance and she chats constantly to ensure that children know she is close at hand if, for example, they visit the toilet on their own. This helps to promote children's well-being and encourages their confidence and independence, acquiring necessary skills as they progress through their early development and learning. They are supported in attending to their own care needs, appropriate to the ages and stages of development, as they become aware of following hygienic routines for hand washing and donning play aprons for messy activities. The childminder manages minor accidents and injuries in a calm and reassuring manner. She chats with children while attending to any incidents, reassuring all concerned of her attention and support. Parents are kept fully informed of any such occurrences and have given written permission for the childminder to seek further medical treatment should it be necessary.

The childminder works closely with parents to obtain relevant information about children's care needs, dietary needs and sleep routines. This provides consistency for young children and babies, enabling them to settle swiftly and with a sensitive approach to their needs. The childminder takes her cues from observing the children, recognising when they become tired or hungry and responding instinctively. Children's behaviour is managed very well as they are encouraged to become aware of the effects of their behaviour on others. Older children know that some smaller toys cannot always be played with when a baby is crawling around, and show a clear understanding of why.

Children enjoy healthy and nutritious meals and snacks, tucking into fresh fruit and tasty sandwiches and vegetables in the sociable atmosphere. The childminder takes time to work closely with parents to follow chosen weaning and feeding routines. Baby-led weaning is followed and the childminder ensures that there is close supervision as babies try new tastes and textures in their foods. Sliced grapes disappear rapidly from the toddler's plate, and the small sandwiches and salad vegetables are thoroughly enjoyed by the children. Children benefit from daily opportunities to play in the garden in all weathers or visit local parks and play venues. This ensures that their physical development is promoted and that they can spend time in the fresh air and differing venues regularly, widening their experience of the local community.

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

The childminder is an enthusiastic and highly motivated provider. She is committed to reviewing the strengths and areas for improvement in her practice. She evaluates practice regularly, monitoring the activities and educational programme she provides, working closely with parents. The childminder attends a wide range of further professional training and additional courses to enable her to keep up to date with current requirements. Some of her knowledge and skills have been shared with other providers. For instance, she was instrumental in arranging a workshop on recognising schemas, or patterns of learning and behaviour, in children's play. She is also very knowledgeable about the safeguarding and welfare requirements of the revised Statutory framework for the Early Years Foundation Stage, and understands her responsibility to keep children safe. Since her last inspection, the childminder was visited by Ofsted and found to be working in excess of the numbers of children she was registered to care for at any one time. Ofsted issued a warning letter with regard to complying with the legal ratios of children in her care. In order to meet this requirement, and maintain consistency of care for the children, the childminder employed an assistant. All of the necessary checks were carried out to reassure parents of the person's suitability. Parents were also asked to give written permission for times when their children may be left in the assistant's sole charge. The childminder has now reverted to working alone and is very aware of her responsibility in maintaining the maximum ratios. This demonstrates her commitment to improve and ensure that legal requirements are met.

The childminder ensures that her home is welcoming, clean and safe so that children enjoy their play and learning. She has a good knowledge of safeguarding procedures and

knows the correct procedure to follow should she have any child protection concerns. Thorough risk assessments are carried out for the home and when children are on outings to help ensure their safety at all times. The childminder has developed a highly effective system for ensuring that parents could be contacted swiftly in the event of an emergency when on an outing or travelling in the car. She also ensures that children are fully supervised when in the car. A comprehensive range of written policies and procedures are in place to help the childminder care for children and keep parents fully informed about her childminding practice. The childminder has a robust understanding about her responsibility to meet the learning and development requirements, and has high expectations of all children. She monitors children's progress in all areas of learning and through discussion with parents. She is, therefore, using an effective cycle of observation, assessment and planning to ensure that children continue to make good progress. The childminder can also put appropriate interventions in place and seek further professional advice if children need additional support. The arrangements for working with other providers and settings children attend are extremely effective in ensuring consistency in children's learning and development. The system she has developed for exchanging information with other settings has been reviewed by one of the schools and replicated in their cooperative working with other providers. This also helps to prepare children well for the next steps in their lives, such as the move to full-time school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	EY275520
Local authority	Staffordshire
Inspection number	920202
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	16
Name of provider	
Date of previous inspection	05/07/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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