

**Inspection date**

05/08/2013

Previous inspection date

05/03/2010

**The quality and standards of the early years provision**

**This inspection:**

2

Previous inspection:

3

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 are happy and settled in the welcoming surroundings. They enjoy being with the childminder and respond positively to her kind, approachable manner and encouragement. As a result, children are keen to join in, enjoy learning and want to do well.
- The childminder plans and organises a wealth of interesting toys and activities which fully reflect children's interests and learning and development needs. She knows these well as a result of her interactions with children, effective ongoing observations and assessments and good information sharing with parents.
- The childminder's effective team work with her childminder colleagues and good partnerships with parents and carers make a strong contribution to her meeting children's needs. Parents really appreciate how the childminder offers a caring and flexible service, where their children thrive and progress well and which caters for their individual family circumstances.

**It is not yet outstanding because**

- The childminder does not always successfully include children's next steps in learning into her planning of future activities.
- There is scope for the childminder to consider ways to further extend the sharing of information with other early years providers when children attend more than one setting.

## 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 two living rooms and kitchen.
- The inspector talked to the childminder, her childminder colleagues and the children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and training of the childminder and suitability of other members of the household.
- The inspector discussed the childminder's monitoring and evaluation procedures and plans for improvement.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of a parent spoken to on the day and from parents' feedback to the childminder.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

The childminder was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and teenage daughter in a house in Hereford. She works with her two daughters who are also registered childminders at her home. The childminder uses the whole of the premises and the enclosed rear garden for childminding. Access to the property is via a downward sloping driveway and then level ground. There are downstairs bathroom facilities. The family has two rabbits and three turtles.

There are currently six children on roll, all of whom are in the early years age group the childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for family holidays.

The childminder regularly meets with other childminders and takes children to various activities and on local outings. She is able to take children to and collect them from a local school, nursery or pre-school. The childminder has a level 3 qualification in Home Based Childcare and 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:

- consistently include children's identified next steps into the planning of future activities in order to strongly improve achievement for all children over a sustained period of time
- strengthen partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

## Inspection judgements

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

Babies and children are enthusiastic and purposeful learners. They eagerly take part in the fun and rewarding activities planned and organised by the childminder at her home. She also takes them on some exciting outings, for instance to a farm park or to go swimming. The childminder carries out regular observations and accurately assesses children's levels

of skill and understanding. She uses these and information from parents to guide her in planning effectively for children's interests, starting points and next steps. It is not always clear how these next steps are followed through in activities. However, as she interacts with children, the childminder adeptly promotes their skills and understanding through her explanations and coaching. Parents feel fully involved in their children's learning with regular opportunities to share their views about their child's abilities and achievements. They enjoy discussing and reading their children's learning journeys. Parents appreciate the childminder's practical advice and support regarding different aspects of their children's development, behaviour or routines to follow up at home.

Overall children make good progress. The childminder effectively ensures they develop the attitudes and skills to be effective learners and to be well-prepared for going to school. She promotes children's concentration and perseverance. For example, during construction play she explains and shows a child the difference between the 'bolts' and 'screws' the child needs to fix different parts to the 'car' the child is making. She encourages the child to think about and find what they need, and to fit these themselves. The child proudly shows the completed vehicle to the other children and childminders, happily accepting their congratulations.

Children are helped to become confident and articulate speakers. The childminder chats easily to them, encouraging them to talk about what they are doing, drawing or making. She asks questions to confirm their understanding or to extend their ideas or thinking. The childminder encourages younger children to express their needs and she ably interprets their sounds and gestures. She works with parents to monitor young children's emerging speech and understanding and to agree appropriate strategies to develop their child's language and vocabulary. The childminder fosters children's mark making during different activities such as sand play. Children are keen to use the interesting selection of coloured pens and crayons she provides for drawing and colouring. The childminder role models labelling their work and supports children in recognising some letters and sounds.

The childminder effectively helps children to develop good control and to competently use a wide range of apparatus and wheeled toys. She provides babies with a helping hand and sturdy equipment to encourage their confidence in standing and independent walking. The childminder ensures children have the confidence and skills to manage more challenging equipment. For example, she focusses on developing a toddler's balance in readiness for using the scooter they are keen to try out.

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

Children are nurtured and thrive. Their well-being is effectively promoted by the childminder in inviting, relaxed and family-orientated surroundings. She fully understands and meets children's individual care routines, ensuring their good health and comfort. Children also settle well and develop affectionate relationships with the kind and encouraging childminder. She effectively works with parents to ensure new children get to know her and their new surroundings. For instance, the childminder finds out about their

backgrounds, likes and interests and ensures she provides familiar activities and favourite toys when they start.

The childminder successfully promotes children's confidence, social skills and independence in readiness for the next stage in their learning. She enthuses and guides them so they are keen to try things for themselves. Children's choices and ideas are consistently encouraged. They relish choosing what they want to play with from the wide selection of stimulating toys and resources. The childminder helps children to relate well to others so they play cooperatively and enjoy each other's company, for instance at mealtimes. She also fosters children's independence in managing different aspects of their personal care and hygiene. For example, children develop a sound understanding of when and how to wash their hands properly. The childminder works with parents to support children's toilet training at the right time. She soon gets children to find and put on their coats and shoes, and to learn to do up different fastenings.

The childminder prioritises supporting children's good health and safety. Her home, garden and resources are all maintained to a high standard. The childminder has effective procedures to minimise the risks of cross infection if children are unwell and ensures parents are fully aware of these. Children learn about the importance of being healthy. In particular, they have plenty of worthwhile opportunities to be outdoors and to be physically active. Children love playing in the childminder's garden. For example, in good weather they enjoy water play in the paddling pool. She also has a wide range of physical apparatus and wheeled toys for children to use and to develop their control in movement and balancing. The childminder also teaches children how to behave safely and sensibly, for example, as they use equipment, play with toys, move around the premises and during walks and outings.

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

The childminder and her childminder colleagues work well together to ensure children are fully supported during sessions and routines which are relaxed, fun and well-managed. Children benefit from having her individual attention and encouragement as they play and learn, and know what is expected of them and what is happening next. Parents really appreciate the childminder's high quality provision for their children's care, learning and development.

The childminder ensures her childminding is of good quality and consistently meets the needs of parents and children. She keeps up-to-date with required training such as first aid and safeguarding and also revisits topics such managing routines and observation, assessment and planning. The childminder and her childminder colleagues review and adapt their policies to take account of new information or changes in their organisation. She encourages and responds to parents' feedback and always aims to incorporate children's interests in activities and resources. The childminder effectively monitors children's progress through her regular observations and assessments, and checking her judgments against developmental guidelines. As a result, she promptly identifies gaps in

children's learning and agrees strategies to address these with parents. The childminder often reflects on the impact of specific activities on children's learning and enjoyment. However, there is scope to make her monitoring of the educational programme more robust by more clearly following up children's learning priorities and addressing these in activities. A particular strength of the childminder's provision is her commitment to offering children a great range of resources, toys and equipment. She regularly adds new items such as an additional equipment to encourage children's imaginative play outdoors. Equipment in the shape of a train has stimulated children's imagination being used both as base for role play and as a shelter and den.

Children are effectively safeguarded. The childminder fully understands her role to protect children from harm, and to take prompt appropriate action if she has any concerns about their welfare. She has devised comprehensive safeguarding procedures to guide her and which are given to parents along with her other policies and procedures. The childminder's good relationships with families ensure effective information sharing with parents and carers about any changes in circumstances or a child's health or behaviour. She knows who can collect children and who can have legal access to them. Accidents, incidents and children's existing injuries are also discussed and recorded appropriately. Children's welfare is further protected and parents are reassured because the childminder ensures they know how she is registered and how her, other household members' and her colleagues' suitability has been checked. The childminder has clear complaints procedures and maintains records of any concerns and notifications made to Ofsted. She obtains all required information about children and their families and has clear agreements with parents regarding her care for their children.

Children are effectively kept healthy and safe. The childminder's home is comfortable, clean, secure and safe. Children play outside in a garden that is secure, not overlooked and is well-equipped with high quality toys and equipment. The childminder consistently monitors and reviews her arrangements for children's health, hygiene and safety through comprehensive risk assessments and daily safety checks.

The childminder's effective partnerships with parents and carers contribute to her success in understanding and meeting children's needs. Parents show great satisfaction in the quality of her provision which gives them peace of mind and offers their children 'excitement and laughter', rewarding activities and high quality care. She is confident to work with parents in monitoring different aspects of their children's care and development. This includes helping them to access advice and support from other professionals such as health visitors and speech and language therapists. The childminder effectively complements the learning of children in the early years age group who attend before and after school. For instance, she ensures they have time to relax and play, and helps them with their school work such as their reading and writing. The childminder has a good understanding of these children's learning and development needs as a result of her continuing observations and assessments and discussions with parents about their child's progress. Currently, the childminder is not looking after any children to attend another early years setting. She meets regularly with local childminders but there is scope for her to devise clearer systems for partnership working with other early years providers to ensure continuity for children who attend more than one setting.

### **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

<b>Unique reference number</b>	EY229800
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	904144
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/03/2010
<b>Telephone number</b>	

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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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