

Inspection date

05/08/2013

Previous inspection date

08/07/2011

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

- Babies and children enjoy being with the childminder and are keen to join in worthwhile activities. She makes learning fun and supports them well. As a result, babies and children are purposeful learners who confidently and imaginatively express their ideas.
- Babies and children are settled, nurtured and thrive. The childminder creates a welcoming and relaxed atmosphere, ensuring each child is well cared for and develops confidence and independence.
- The childminder's well-established relationships with parents make a strong contribution to meeting their children's needs. Parents appreciate her regular feedback about their children's routines, activities and achievements. They welcome the childminder's advice and support in promoting aspects of their children's health and routines at home.

It is not yet outstanding because

- The childminder does not always successfully include children's next steps for learning into her planning of future activities.
- There is scope for the childminder to further extend her information sharing with parents about their children's learning, in order to plan and think through ideas together on how to promote their child's next steps.

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 play areas and the kitchen.
- The inspector talked to the childminder, her 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 information from parents' feedback to the childminder.

Inspector

Rachel Wyatt

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her mother and sister, who are also registered childminders, at her mother's home in Hereford. The whole of the premises and the enclosed rear garden are used 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 two children on roll, both of whom in the early years age group. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. She minder regularly meets with other childminder and takes children to various activities and on various 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 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 in the planning of future activities, in order to strongly improve achievement for all children over a sustained period of time
- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents, and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

Babies and children are keen to join in activities and enjoy learning. The childminder plans and organises rewarding activities and resources which stimulate children's ideas and imagination. She interacts well with them, encouraging their concentration and supporting them in developing their skills and understanding. From her observations, discussions with parents and interactions with children, the childminder knows each child's interests, characteristics and stage of development. She knows which aspects of children's learning and development to follow up next, successfully focusing on these during activities and routines.

Overall, babies and children make good progress and are well prepared for the next stage in their learning. The childminder encourages children to be active learners. She joins in their activities, showing interest and enthusiasm. The childminder encourages children to choose resources and toys and to use these imaginatively. For example, a toddler and the childminder select different tools and parts of a large-scale toy construction kit to make a wheeled toy. She shows him how to fix the pieces together and then develops his play with his 'car' to include a route to steer it around. This prompts the child to talk about and act out a scenario involving the rescue of a cat stuck up a tree.

During the day the childminder supports children of different ages in using a further selection of interesting small world toys imaginatively. She helps them create an airport scene and carry out another 'rescue' involving using a hoist and different small world vehicles. As part of these activities, the childminder gives children practical guidance on how to fit things together and to see how things work. She encourages them to do things for themselves and to concentrate and persevere. The childminder also ensures babies have opportunities to explore different textures and shapes and to discover how things work. For example, they enjoy investigating dials, buttons and flaps on different toys to see what happens as they touch, twist and press these. Children of all ages particularly like the 'light and dark' den where they use torches and other light-producing toys and equipment.

The childminder interacts well with children during activities and routines. As a result, she effectively promotes their speaking and listening and develops their vocabulary. The childminder interprets and responds to babies' and toddlers' gestures and emergent speech. She chats easily to all children, encouraging them to talk about what they are doing and to use descriptive language and new vocabulary. The childminder provides a wide selection of crayons, pencils and pens, and supports children to develop control in making marks. She helps them to be confident about using and recognising numbers, colours and shapes in practical contexts. For instance, the childminder uses positional language as she and a child use the toy hoist to move vehicles up and down. While a baby and toddler have fun making 'towers', she counts the shapes and talks about the numbers on each one.

The childminder supports babies and children in developing control and confidence in physical movement. For instance, she provides a helping hand and then sturdy equipment to encourage a baby to become confident to walk independently. Children are able to use a wide range of physical play equipment in the garden to develop and extend their coordination, control, balance and climbing skills.

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

Babies and children are well looked after and thrive. The childminder fully understands each child's care, health and dietary needs, and carefully follows their individual routines. She calmly manages babies' and toddlers' nappy changes, sleep routines, feeds and mealtimes. As a result, they are contented and comfortable. The childminder also develops

positive bonds with each child. She is kind and reassuring, so they settle well and develop affectionate relationships with her. Parents welcome her feedback about how their children are settling down and how she manages their care needs and routines throughout the day. They appreciate her guidance regarding different aspects of their children's health and development, for example, to encourage a child's independent eating of a greater variety of foods.

The childminder effectively develops children's social and emotional well-being so they are happy with her and develop the skills to manage new situations, including going on to school. For example, children settle quickly and readily make choices in the child-friendly, inviting and well-resourced surroundings. The childminder encourages children to express their needs and responds to their requests. For instance, she finds additional toys and makes suggestions to help them follow up their ideas. She ensures children know what is happening next, so they know what is expected of them and behave well. As the childminder works with other childminders, she is able to involve children in playing, learning and socialising with other children. This helps to prepare them for learning in larger groups. The childminder encourages children to be aware of each other's differing abilities and ages. She successfully promotes their turn taking, sharing and being polite, kind and helpful.

The childminder effectively fosters young children's growing independence in seeing to their personal care. She introduces the babies she looks after to good hygiene as she talks to them and wipes their hands after nappy changes and before and after meals. Toilet training is discussed with parents and introduced when children are ready. The childminder reminds young children to have regular drinks and talks to them about the importance of eating healthily, for instance, as they eat different fruit at snack time. Babies and children are all encouraged to be active. They relish being outside and enjoy the wide range of activities and physical play equipment in the garden. This includes using different sturdy climbing and balancing apparatus, a selection of wheeled toys and a pirate ship shelter/den. In good weather, they also have fun in a large paddling pool.

Babies and children are kept safe. The childminder and her colleagues ensure children are looked after in well-maintained, clean, comfortable and secure surroundings. She supervises children well and monitors their routines, for instance, ensuring she or a colleague is within sight or sound of sleeping children. Children are encouraged to behave safely and sensibly as they play and use different physical equipment. They are encouraged to look after toys and help to tidy them away.

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

The childminder works well with her colleagues to ensure children's needs are effectively met in welcoming and stimulating surroundings. She ensures her minded children have good support to develop their skills and understanding and so they are well cared for. Activities are fun and rewarding, and each child's routines are well managed so they feel secure and enjoy themselves, and their comfort is assured. Parents' feedback shows they

appreciate the quality of the childminder's provision for their children and are reassured by her regular feedback about their child's activities, routines and achievements.

The childminder effectively monitors and evaluates her childminding provision. For example, she and her colleagues review and adapt their policies and procedures to take account of changes in their organisation or in regulation. Following her return from maternity leave, the childminder is currently planning her future training. Her close working relationships with her colleagues and good links with other local childminders help her to keep up to date with good practice issues. Provision for children's health and safety is carefully monitored through comprehensive risk assessments and regular safety checks of the premises, toys and equipment. The childminder evaluates and reviews children's progress against development guidelines so she is able to promptly identify gaps in their learning. When she observes children, the childminder also reflects on the impact of the activity and resources on their learning so she knows which aspects of her educational programme are effective. There is, however, scope for her to more clearly follow up children's learning priorities in her planning of activities, and for her to more consistently discuss these next steps with parents. The childminder has also addressed previous actions and recommendations and maintained improvement, for instance, regarding her procedures for administering medicines and her knowledge of local safeguarding procedures.

Children are fully safeguarded. The childminder understands her role to protect children from harm and to take prompt action to address any concerns about a child's welfare. She and her colleagues have devised and updated their comprehensive safeguarding procedures which guide them and inform parents about their responsibilities regarding child protection. The childminder obtains all required information about the children she looks after and their families. She has clear agreements with parents about their children's care, learning and development. The childminder ensures parents understand how she is registered and how her suitability, and that of her colleagues and other members of the household, is checked. She understands her role to notify the regulator of any significant events or changes, and maintains a record of previous complaints and the outcomes of any investigations.

The childminder has effective partnerships with parents, carers and others. For example, information obtained from parents when their children start helps her to get to know each child well and to cater for his/her interests, ways of learning and abilities. Thereafter, she works well with parents to mutually promote all aspects of their children's care, learning and development. The childminder does not currently look after any children with special educational needs and/or disabilities. However, she does understand the importance of working with other agencies to follow consistent strategies to promote children's development. For instance, she has acted on health professionals' recommendations given to parents regarding aspects of their children's development. The childminder is also aware of the value of working with other providers of settings attended by children to give those children consistency and continuity. For example, when she previously looked after a child attending another early years setting, she used a communication book to exchange information about the child with parents and the 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

Unique reference number	EY416606
Local authority	Herefordshire
Inspection number	904137
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	08/07/2011
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

