

Inspection date

Previous inspection date

30/09/2013

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 strong knowledge and understanding of how children learn and develop. She knows the children's individual interests and emerging skills and interacts effectively to support their learning. As a result, children make good progress in all areas of their learning.
- The childminder provides a warm and welcoming environment in which children develop good relationships and their self-confidence.
- The childminder works closely with parents to ensure children settle in their own time and their needs are understood and met well.
- The childminder demonstrates the motivation and drive to develop her service. She regularly monitors and evaluates her skills and the progress children make. This supports continual improvement.

It is not yet outstanding because

- Opportunities are not fully maximised by the childminder to extend children's learning of the diverse world in which they live.
- There is scope to enhance the two-way communication with other early years practitioners, such as pre-school teachers, to ensure everyone has a clear and agreed view of children's overall learning.

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 dining room, lounge and garden.
- The inspector took account of the views of parents as discussed with childminder as part of the childminder's self-evaluation.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

The childminder was registered in 2013. She lives with her husband and two children aged six and four years in Tamworth, Staffordshire. The whole of the childminder's house is used for childminding purposes. There is an enclosed area available for outdoor play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently three children on roll, two of whom are within the early years age group and attend for a variety of sessions. She operates all year round from 8.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

The childminder attends local toddler groups and takes and collects children from local schools and pre-schools. She 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:

- extend children's learning about the similarities and differences that connect them to, and distinguish them from, others in the wider world
- enhance ways of sharing information about children's learning with others, such as pre-school teachers, when children attend more than one setting, in order to complete a concise picture of children's overall learning.

Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn through play. She provides children with a stimulating educational programme which encompasses their individual interests. For example, recently children showed curiosity in sending and receiving letters in the post. The childminder builds on this interest by planning interactive games which require children to explore numbers and link letters with sounds and words using a toy post box. This results in children being very well motivated and confidently talking about why people post letters to communicate with their friends. This develops children's communication and language skills.

The childminder organises her setting well. She provides children with a stimulating environment in which they successfully develop the characteristics for effective learning. For example, children investigate a new leaflet placed in a toy box by the childminder. Children confidently use language to retell past events, as they compare the leaflet to one they have seen in their own home. They are supported very well by the childminder who uses lots of open ended questions to explore their ideas, thinking and feelings. Children listen well to the childminder and enter into two-way conversations. They concentrate very well as they talk about their favourite things, such as dinosaurs and robots and link these to cartoon films they have watched with their families. Children are beginning to notice the similarities and differences between themselves and others. For instance, they explore the colour of their own hair and compare it to the red colour of their friend's hair. However, there is scope to enhance children's understanding of diversity within the wider world with regards to ethnicity, disability and religion.

The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She observes children at play every day and clearly records her findings in each child's individual learning journal folder. The childminder engages well with parents and encourages them to share information about their children's learning as they enter the setting and through verbal discussions each day. For example, parents complete an informative 'All about me' document which details what children know and can already do. This information is used effectively by the childminder to continually monitor and assess children's learning and development. This results in the childminder having a good understanding of each child's learning priorities and enables her to prepare children well for their next stage in learning and for school.

Children demonstrate a keen interest in playing outdoors and confidently explain to visitors how the sand became wet the week before. This develops their self-confidence. They explore shape and space as they are supported by the childminder to create patterns in the sand made by the sole of their shoes. Children develop their imagination and concentrate very well to bury animal figures in the sand using their hands. The childminder provides lots of encouragement and praise for their efforts which results in young children maintaining their focus and persisting with the activity. They use mathematical language to describe 'big' and 'small' animals and are supported by the childminder to think critically and develop strategies for doing things. For example, after some consideration, children decide it will be faster if they use spades instead of their hands.

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

The childminder successfully supports children's physical and emotional well-being. She ensures children experience a smooth transition from home to the setting and then onto pre-school. They develop strong and trusting relationships with the childminder and her family, as they and their parents are welcomed into her home. The childminder takes time to become familiar with the children's routines and learns how parents meet their individual needs. Therefore, children settle in their own time and demonstrate that they feel safe, secure and at ease. The childminder and parents work closely together to prepare children for their next stage in learning. For example, children benefit from

regular visits to the local pre-school before they are old enough to attend. They become familiar with the environment and teachers and enjoy attending events, such as sports day. This results in children developing the necessary skills to embrace this new experience with confidence.

Children behave well in the setting, showing a good understanding for the clear boundaries set by the childminder. For example, they show respect by routinely saying 'please' and 'thank you'. They ask permission from the childminder to leave the table and know that they must take their outdoor shoes off before going into the lounge to play. Children are supported by the childminder to learn how to manage risks successfully. They explore the environment safely and are encouraged to take responsible for their personal needs, such as going to the toilet independently. Children's self-care skills are further supported by the childminder who encourages them to tell her what they like to eat and when they are thirsty.

The childminder provides children with clear messages about the importance of a healthy and safe lifestyle. She ensures they enjoy lots of fresh air and exercise through every day experiences. For example, children develop their physical skills on large equipment in the park and enjoy picking blackberries to eat later in the setting. They also learn the importance of caring for the environment and living things. They are supported by the childminder to recycle household items and care for flowers that they have planted in the garden.

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

The childminder has a good understanding of her responsibility to ensure the safeguarding, welfare and learning and development requirements are met well. She gives high priority to safeguarding children and protecting them from harm. The childminder demonstrates a good understanding of child protection procedures and develops her knowledge by attending training in this area. She shares well-written policies and procedures with parents, which are reviewed and updated regularly and are effective in practice. All aspects of the premises both indoors and outdoors are subject to thorough risk assessments. The childminder has successfully identified and minimised all hazards, which ensures children are able to learn in a safe and secure environment.

The childminder engages well with parents who are encouraged to share their views about the setting and their children's learning. She works closely with them to ensure children receive the support they need. For example, she has asked parents to provide photographs of their family in order to support a baby to become familiar and confident with all members of his family. However, the childminder does not take full advantage to share children's learning with pre-school teachers, when children attend more than one setting. Therefore, the childminder does not have a complete and overall picture of children's individual learning and development as agreed by all adults.

The childminder monitors children's learning successfully and has a secure knowledge of how children learn and develop. Therefore, children make good individual progress

towards all the early learning goals. She demonstrates a strong commitment to continually improve both her own skills and the quality of the setting. For instance, since registration, she has developed a well-organised environment and is improving her understanding of how the learning styles of boys, sometimes differs from that of girls. She also has a clear action plan to enhance her skills in meeting the needs of children who are of different ages and are at different stages.

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	EY461146
Local authority	Staffordshire
Inspection number	911525
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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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