

Inspection date

04/10/2013

Previous inspection date

29/04/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children thoroughly enjoy their time at this warm and welcoming setting where they are motivated and very keen to join in the extensive range of activities and experiences provided. Children's interests are captured and nurtured by the childminder and this helps them to make significant gains in their learning.
- The childminder places a consistently high focus on children's individual learning needs. She uses her effective skills in observation, assessment and planning to ensure all children make outstanding progress in their learning and development.
- The childminder works exceptionally well with parents from the outset. This ensures children's individual needs are very closely monitored. Children form strong bonds and secure emotional attachments with the childminder, which helps them gain a sense of well-being and belonging.
- The childminder gives the utmost priority to helping children learn to become independent and to initiate their own ideas. She is skilled in engaging children in conversation, developing their communication and language skills.
- The childminder has an excellent understanding of how to promote the health and safety of the children in her care. She uses ongoing risk assessments to ensure risks to children are minimised in all areas of the premises used by the children and during outings.

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 scrutinised a range of documentation; suitability of adults, children's diaries and learning journal documents, risk assessment records and a range of policies and procedures that support the provision.
- The inspector undertook a joint observation with the childminder and held two-way discussions with her throughout the inspection.
- The inspector observed activities in various areas used by children and checked all indoor and outdoor areas used within the provision.
- The inspector took into account the views of parents and their children.

Inspector

Mary Henderson

Full Report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children who are aged 20, 16 and 6 years old and live in a house in Cannock in Staffordshire. The whole of the ground floor and one bedroom on the first floor and the rear garden are used for childminding. The family has a dog. The childminder attends various toddler groups with the children and collects children from the local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3. She provides funded education for two-, three- and four-year-old children. The childminder is a member of the Professional Association for Childcare and Early Years and receives support from 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:

- extend further children's access to resources, such as scissors, so that their already good skills in manipulation are further enhanced during their creative play times.

Inspection judgements

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

The childminder provides a very warm and welcoming home environment where children are extremely comfortable and confident. Children make outstanding progress in their learning and development because the childminder uses her expertise, enthusiasm and significantly enhanced knowledge to ensure a child-focussed high-quality environment is provided. The childminder uses her underpinning knowledge about how to engage children in their learning and capture their individual ideas and interests. This is further supported through close observation and discussions with the children and their parents.

Assessment systems in place fully incorporate the prime and specific areas of learning for all children. The childminder recognises that children develop and learn in different ways and at different rates. She ensures that the learning environment is inviting and appealing to the children, which supports their independence exceptionally well. Children's independence, for example, is fostered as they take off their own coats and shoes and find their individually labelled box so they are able to store their belongings.

The childminder communicates very effectively with parents and gives them every

opportunity to become involved in their child's learning at home. Information sharing is excellent and ensures that parents are kept up-to-date at all times about their child's care and learning. Daily discussions and diaries provide parents with significant information about their child's care routines and learning activities. Parents add to children's diaries which ensures they and the childminder are working together to promote children's learning and development between the provision and home. The childminder also provides summaries of children's learning and development so that parents have an accurate and up-to-date account of their child's progress at all times.

The childminder uses information and tracking documents linked to the prime and specific areas of learning and is well placed to provide good information to support the short written summary required for parents in time for their child's health visitor check before children are three years old. Arrangements for the children's next phase in their learning are well supported through valuable links with other providers including pre-schools, nurseries and schools.

The childminder's interaction with the children is excellent. She constantly provides the important resource of time and listens to what children say and supports them to respond to questions. As a result, children's communication and language skills are fostered very well. The emphasis placed on children's personal, emotional and social development at the admission stage is also excellent and this ensures children quickly develop the underpinning skills needed for their future success.

Children develop independence, initiate their own play and make choices because they have easy access to a wealth of resources and equipment. The childminder gives children space and time to develop their play. She skilfully joins in activities with the children to extend their learning. For instance, she makes hand puppet play time fun as she tickles the children who laugh and giggle with her and ask her to repeat the game.

From an early age, children have extensive opportunities to make marks as they use crayons, chalks and various messy play activities provided. However, there is scope to extend children's access to resources, such as scissors, so that their already good skills in manipulation are further enhanced during their creative activities. Older children are helped to develop their readiness for school through discussions about letters and sounds. All children's imagination is allowed to flourish through role play, dressing-up and activities, such as box play, where children create dens for jungle animals and later make masks of lions and giraffes. Children show great pride in their own achievements. They confidently point out their own work which is displayed for them in their play areas.

As children play, the childminder talks to them about numbers and counting, shapes, size and colours, asking questions to make them think and develop their mathematical skills. They explore the properties of sand, water and soil and enjoy filling and emptying containers. Children's understanding of the world is fostered extremely well. They learn about the features of the local environment and visit local parks and the shops. They explore natural resources and like to visit the farm where they feed the animals and talk about farm life.

Children are confident when using the wide variety of electronic resources available to

them. They become very familiar with turning knobs and pushing buttons on toys to make sounds. Excellent attention is given to promoting children's physical development and they enjoy regular access to the garden. They extend their physical skills as they climb and balance, ride their trikes and run around in the fresh air.

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

Sensitive and responsive interaction between the childminder and the children fosters each child's strong sense of belonging and security within the provision. Children show they feel safe and secure at the setting as they laugh and giggle with one another and the childminder throughout the day. Children's social skills and ability to communicate with others are rapidly enhanced because the childminder takes them to various toddler groups throughout the week where they learn to make friends and socialise in large and small groups. This supports children's readiness for the next stage in their learning and their readiness for school.

Children behave very well because they know the boundaries of the provision and the childminder acknowledges their achievements with lots of praise and encouragement throughout the day. The childminder talks to children about what she is doing and they become familiar with the daily routines, snack and mealtimes and walking to collect children from school. Positive learning and development outcomes for children are attributed to the excellent use of space, the deployment of resources and the superb balance between indoor and outdoor play. The childminder plans very effectively to meet each child's needs and makes sure they are happy, comfortable and have plenty of attention and one-to-one time with her. This supports children's feelings of belonging to the setting further and ensures they all feel special.

Excellent attention is given to promoting children's understanding of the importance of physical exercise and a healthy diet. Children's specific health, dietary needs and allergies are well documented and understood by the childminder. Children learn about healthy lifestyles and follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. Healthy eating is given a high focus at snack time and mealtimes as children identify which of the five-a-day fruit and vegetables they have eaten, and display this on the wall next to where they eat. Children's well-being is a constant priority. The childminder is vigilant about children's safety and she supervises them closely at all times. Gentle reminders help children to understand about keeping themselves safe as they play and use a variety of equipment. The childminder supports children in taking risks so that they become more and more confident about using the broad range of equipment. Children are reminded to sit on the chair properly so they don't hurt themselves or others around them.

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

The childminder has a comprehensive awareness of safeguarding issues and recognises her responsibility to protect the children in her care. She has completed training and shares her safeguarding policy and procedure with the parents. The childminder

demonstrates a high level of commitment to promoting children's safety and well-being. For example, there are robust procedures in place for ensuring the suitability of household members and the childminder is fully aware of the need to inform Ofsted of any significant events. Comprehensive risk assessments include all aspects of the indoor and outdoor premises and also outings. Access to the premises is closely monitored and the outdoor play area is secure. The childminder ensures her first aid training is kept up-to-date. This ensures children's safety and well-being at all times.

Policies and procedures are implemented very effectively and are constantly updated to reflect any changes in the statutory framework. The childminder continually reflects on her practice on an ongoing basis. The childminder uses her excellent knowledge and understanding of the learning and development requirements and how children learn to ensure the educational programme provides children with an extensive range of high quality learning activities. She constantly evaluates the learning environment and looks at how she can enrich children's experiences to maintain the highest levels of achievement.

Accurate identification and implementation of priorities through self-evaluation provides continued and systematic improvement to the quality of the provision, thereby, benefitting all children on roll. The childminder regularly undertakes training to further improve and update her skills and knowledge. This has a very positive impact on the setting and children's well-being. The childminder meets with other professionals during forum meetings. This supports her growing knowledge about practice issues and new developments in the early years field.

Partnerships with parents are excellent and the childminder gives them opportunities to become involved at all levels. There is excellent communication in place with regard to children's well-being and achievements. Parents are encouraged to be actively involved in their child's learning at home and share information about children's achievements. Parents' views are sought and acted on through the use of questionnaires and two-way dairies. The childminder has a very clear understanding of the importance of working in partnerships with parents, other providers and external agencies to ensure provision and appropriate interventions for children who may need additional support. This ensures there are no gaps in children's learning and development.

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	EY315803
Local authority	Staffordshire
Inspection number	915617
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	29/04/2009
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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