

Inspection date

Previous inspection date

30/10/2013

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 shares the fun of discovery with children and clearly enjoys their company. She has a strong knowledge and understanding of children's individual interests and emerging skills and interacts effectively to support their learning.
- The childminder makes very good use of the outdoors to develop children's all-round learning. This contributes particularly well to children's physical skills and their well-being.
- The childminder works closely with parents to ensure she understands and meets children's individual needs well.
- Self-evaluation takes into account the views of parents and is used successfully by the childminder to monitor the setting and to set realistic targets for future improvement.

It is not yet outstanding because

- There is scope for the childminder to improve the two-way communication with other providers, such as school teachers, when children attend more than one setting, 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 lounge and during a nature walk in the local environment.
- The inspector took account of the views of parents and carers included in the self-evaluation.
- The inspector spoke with the childminder and children 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 2011. She lives with her two children aged five and seven years in Tamworth. The whole of the childminder's premises are used for childminding purposes. There is a fully enclosed area available for outdoor play. The family has one cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll, both of whom are within the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for 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:

- enhance ways of sharing information about children's learning with others, such as 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 very good knowledge of how children learn through play. She ensures all children have plenty of opportunities to play indoors and outdoors, and children learn with enjoyment and challenge. The childminder successfully builds upon children's existing skills and provides imaginative experiences according to their individual interests and fascinations. For example, when children show interest in dried leaves while visiting a toddler group, the childminder seizes the opportunity to expand their learning by suggesting they all go on a nature walk. This results in children becoming very excited and very well motivated. The childminder and children share their intentions with parents, which results in them also becoming highly engaged in their children's development. For example, parents choose to purchase reference books with their children, to help record what they see during the walk.

Children show high levels of energy and fascination as they prepare to go out. They are encouraged by the childminder to plan and make their own decisions about how to approach the activity. For instance, older children decide to take a bucket to collect items, such as slugs. They also agree with the childminder to record what they see by taking photographs on a tablet computer. Children talk with confidence about the natural world and show a very good understanding for the importance of caring for living things and the environment. For example, older children confidently explain to adults that we must not pick flowers because they will die. The childminder listens intently to what children say and uses open-ended questions to encourage children to think and explore their own ideas. For example, children are encouraged to consider mathematical concepts, such as, 'big' and 'little' when exploring trees and know why the farmer bales hay ready for the winter.

Children develop their literacy skills very well. They demonstrate a good understanding of how information can be retrieved from books. For example, older children eagerly compare features in the natural world, such as a dandelion, to the pictures in their reference books. The childminder shows lots of interest and takes time to support children to sit and match the flowers and leaves. This results in all children concentrating very well and obtaining a deep level of learning and appreciation for the outdoors.

The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She observes children at play and clearly records her findings in each child's individual 'Learning journey' 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. 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 very good understanding of each child's learning priorities and enables her to prepare children very well for their next stage in learning and for school.

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 school. They develop sincere 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 to meet their individual needs in partnership with their parents. Therefore, children settle in their own time and demonstrate that they feel safe, secure and at ease.

The childminder reinforces children's understanding of safety very well through fun and imaginative experiences. For example, when children prepare to go outdoors, they carefully walk down the steps onto the path below. They confidently inform visitors that they must remain on the 'Island', a designated part of the drive, until the childminder has put the younger children into the pushchair. In addition, they behave very well when

walking down country lanes and show a good understanding for the rules and boundaries set by the childminder to keep them safe on the roads.

Older children are fully aware of the importance of fresh air, exercise and eating healthily. They heartily enjoy biting into apples for their snack and benefit from growing vegetables and flowers in the garden. All children develop a sense of independence and their self-care skills as they dress themselves, use toilet facilities unaided and tidy away their toys. The childminder constantly praises children's efforts and achievements, enabling each child to develop a positive sense of identity. The environment supports children's choices to be active or to rest, and the childminder acts as a highly positive role model. The indoor and rural environment is used very well to enhance children's knowledge of local people and communities and the natural world.

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 very 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, secure and supportive environment.

The childminder monitors children's learning very well and has a strong knowledge of how children learn and develop. Therefore, children flourish and make very good individual progress towards all the early learning goals. The childminder demonstrates a strong commitment to continually improve, both her own skills, and the quality of the setting. Since registration, she has grown in confidence and has developed a well-organised environment. She successfully identifies the strengths of her setting and areas for future improvement. For instance, she plans to update her training in safeguarding and renew her skills and knowledge in food safety and for providing children with varied meals.

The childminder establishes strong bonds with parents and actively seeks their views and opinions with regard to the setting and the individual needs of their children. Parents demonstrate complete satisfaction with the service provided. They comment on the lovely environment provided by the childminder. They also comment on how quickly their children settle, enjoying access to plenty of toys, good routine and lots of cuddles. They feel the childminder provides a high standard of care and education. However, information about the progress children are making is not fully shared with other providers, such as school teachers, when children attend more than one setting. Therefore, the childminder does not have a complete, overall picture of children's individual learning needs.

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 | EY432623 |
| Local authority | Staffordshire |
| Inspection number | 887214 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 4 |
| Number of children on roll | 2 |
| 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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