

<b>Inspection date</b>	06/11/2013
Previous inspection date	16/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

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

### **This provision requires improvement**

- The childminder's safeguarding practices promotes the good health and safety of children.
- The childminder builds positive partnerships with parents and this promotes continuity in children's care and learning. She is kind and caring to children who develop secure attachments to her, which supports their well-being.
- The childminder provides a suitable variety of activities and experiences for children in and outdoors. She supports their communication and language skills throughout the day by engaging them in conversation about what they are doing and seeing.

### **It is not yet good because**

- Teaching requires improvement because planning is not linked closely enough to the observations of the achievements of individual children and children's understanding of the world is not well planned for. As a result, some activities lack a good level of challenge for children.
- Children who attend more than one early years provision do not benefit from continuity and cohesion in their learning because the childminder does not work in partnership with the other provisions they attend to support this.
- Self-evaluation is not thorough enough to ensure the childminder recognises all the areas that require improvement to ensure her provision provides good standards of care and learning for children.

## 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 dining room.
- The inspector looked at children's assessments records and planning documentation.
- The inspector checked evidence of suitability and qualifications and discussed self-evaluation and improvements plans with the childminder.
- The inspector took into account the views of parents spoken to on the day and from information obtained by the childminder.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

The childminder was registered in 1999. She lives with her husband and two children aged 17 and 16 years in a detached house in the Stretton area of Burton-on-Trent. The whole of the ground floor is used for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently seven children on roll, of whom three are within the early years age group. The childminder collects children from the local schools and pre-schools. She is open all year round from 6am to 6pm, Monday to Friday, except for family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the way information gained from observations and assessments is used to plan learning opportunities for children, so that provision is accurately tailored to children's needs and interests to promote good progress
- develop the educational programme for understanding the world for children by improving opportunities for children to develop their awareness and understanding about similarities and difference to help them to develop respectful attitudes towards others
- work in partnership with the other provisions children attend to support continuity and cohesion in their learning.

#### To further improve the quality of the early years provision the provider should:

- ensure self-evaluation is thorough enough to identify all areas that require improvement so that children receive good standards of care and teaching.

## Inspection judgements

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

The childminder is developing a secure understanding of the learning and development requirements. She provides a suitable variety of activities and experiences for children in and outdoors that support all of the seven areas of learning. For example, the childminder takes children to the local pet shop to support their interest and understanding of small animals. However, some aspects of learning are less well planned for. In particular, the childminder does not plan well to support children's awareness and understanding about similarities and difference to help them to develop respectful attitudes towards others. The childminder has begun to effectively use her observations of children at play to assess and monitor their progress in learning across all areas. This includes completing a 'progress check at age two' for children. As a result, parents are provided with detailed information about their child's development and progress, which helps them to support their child's learning at home. However, the childminder does not consistently use this information to plan activities and experiences to ensure children's learning is fully extended during all activities. For example, the childminder recognises and encourages children's increasing interest and ability in using number and recognising numerals. During play and routines she encourages children to count items including plates and cars. Children also take part in singing songs that include number and this leads to children counting for their own purpose during their play. However, the childminder does not fully extend children's interest and learning by planning a wider range of experiences in and outdoors to fully support children's inquisitiveness and motivation to explore and experiment with number. For example, she does not plan the environment to ensure children can use number labels in a purposeful context. For children who can recognise some numerals she does not plan to add numerals in all areas of learning, such as in imaginative role play, which also supports children's emerging literacy skills in relation to understanding that print carries meaning. Therefore, experiences are not accurately tailored to children's individual needs to ensure they are consistently challenging enough to promote good progress.

Children who attend before and after nursery school are able to initiate their own play and follow their own interest using the range of resources the childminder sets out in her lounge and dining room. This enables children to consolidate and use some of the skills they are developing. For example, children can use mark making tools and craft materials that are kept on the table in the dining room. This provides some opportunities for them to continue to develop their skills in expressive arts. During the day the childminder includes children in making choices about what toys are put out away and what alternative toys are brought down from upstairs, which helps to ensure resources are relevant to children's interests. This includes resources, such as, musical instruments, play dough and gloop that children can use, move and combine in a variety of ways. These types of resources help children to learn through trial and error to discover new things and ways of doing things, which are the skills that are needed for future learning. They also support children's physical skills. However, the childminder has not established strong links with the other settings children attend to fully complement their learning, in order to ensure children's learning is fully supported and extended.

The childminder supports children's communication and language skills throughout the day by engaging in conversations about what they are doing and seeing. When children ask questions, such as 'What is this for?' she gives clear explanations about what the different pieces of equipment are used for, which helps to increase children's use and understanding of new words. However, she does not consistently plan to capture these

types of opportunities to fully extend children's learning by encouraging them to think critically. For example, in this instance, she does not encourage children to express their thoughts about what they think the items may be used for to fully extend children's communication skills.

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

Children's well-being is suitably supported because the childminder maintains all the necessary information relating to children's health and safety. This includes obtaining written parental permission for administering medication and keeping a written record each time medicine is administered to a child.

Children develop secure attachments with the childminder who also builds very positive relationships with parents. For example, she meets up with children and their parents over the school holidays, which helps to prepare children for their return into her care. The childminder is very welcoming to parents who spend time in her home when they collect their children. This provides opportunities for them to exchange information with the childminder about their child's care, which supports continuity and cohesion in children's care. It also means that children have the opportunity to develop their social skills as they engage in conversation with other adults. The childminder also fosters a very sociable environment between the children who play harmoniously together cooperating in play situations by sharing and taking turns with resources. These approaches foster children's emotional well-being. However, the childminder takes less well planned steps to support children who attend more than one setting.

Children demonstrate a sense of personal safety in the childminder's care as they move around independently. For example, children go to collect books from another room and take themselves off to the toilet, which support their growing independence, self-care skills and self-confidence. The childminder places suitable emphasis on supporting children to develop a growing understanding of their personal safety. For example, she talks to children about the importance of sitting on the dining chairs properly and the consequences of not doing this. She provides suitable support for children to develop their understanding of the importance of healthy lifestyle. For example, she engages children in conversations about the healthy ingredients in the food they eat. Children access fresh air and exercise sufficiently well by walking to local shops and pre-school, playing on larger equipment in local parks and playing with smaller equipment in the childminder's garden.

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

Since the last inspection the childminder has attended training events that have helped her to develop and update her knowledge and skills in relation to safeguarding issues and first aid. As a result, children's health is suitably supported because the childminder has up-to-date knowledge with regard to administering first aid. Children's welfare and safety is also better protected because the childminder obtains a clear understanding about who

holds parental responsibility for each child and she understands what this means in relation to keeping children safe. The childminder also discusses safeguarding procedures with parents in relation to the use of cameras and mobile phones in her home. She has also updated her understanding of her roles and responsibilities with regard to child protection issues, she recognises the signs of abuse and she is aware of whom to contact to ensure children are protected. All hazards are identified and minimised effectively to ensure children are cared for in a safe and secure environment both indoors and outdoors. Household members are known to Ofsted and appropriate checks have been undertaken. All of these steps contribute to ensuring children are safeguarded.

The childminder demonstrates a positive attitude towards continuing to improve her knowledge in relation to meeting the learning and development requirements. Since the last inspection she has sought the support from the local authority and undertaken her own research, which has led to her improving knowledge and understanding. As a result of these actions, she undertakes regular observations and assessments of children's achievements and progress, which she shares with parents. This has improved her partnership working with parents and her understanding of how she can support children's future learning. It has also resulted in the childminder developing a growing understanding of the seven areas of learning and how to monitor the delivery of these. The childminder is also beginning to demonstrate how she is reflecting upon her practice. For example, she recognises that she is not yet fully confident in using her observations and assessments to individually tailor all children's learning and that this is her next step for learning. However, her self-evaluation is not thorough enough to recognise all the areas that still require improvement to ensure children are supported to make good progress in their learning, taking into account their starting points and abilities.

The childminder fosters positive relationships with parents, which enhances the exchange of information to support children's care and learning. Parents comment that they are pleased with the homely environment that the childminder offers and they say their children enjoy attending. Partnership working with other providers is not as well established in making a positive contribution to children's care and learning.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	209911
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	903693
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/01/2013
<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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