

## Inspection date

Previous inspection date

04/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 effectively promotes the health and safety of children in her care.
- The childminder forms secure attachments with children, which promotes their well-being. She develops sound partnerships with parents and this promotes continuity in children's care and learning.
- The childminder effectively supports children's enjoyment of taking part in conversations and singing action songs, which helps to support their communication skills.

### It is not yet good because

- Teaching requires improvement because there are not enough opportunities for children to become active outdoors and enjoy rich sensory experiences. Planning is not linked closely enough to the observations of the achievements of individual children. As a result, some activities lack a good level of challenge.
- Children who attend more than one early years provision do not benefit continuity and cohesion in their learning because the childminder does not work in partnership with other provisions to support this.

## 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 dedicated playroom.
- The inspector looked at children's assessments records and planning documentation.
- The inspector took into account the views of parents from information obtained by the childminder.
- The inspector checked evidence of suitability and qualifications and discussed self-evaluation and improvement plans with the childminder.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and three children aged 14, 10 and eight years. The childminder lives in a house in Lichfield, Staffordshire and uses the ground and first floor of the premises and the rear garden for childminding purposes.

The childminder attends local toddler groups. She visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll within the early years age group. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. She is a member of the Professional Association for childcare and early years. The family has two dogs.

### 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
- improve the programme for physical development by increasing opportunities for younger children to explore, be active and enjoy a wider range of sensory experiences. Make better use of the garden, so that children are inquisitive and motivated learners
- improve partnership working with other provisions that children attend, so that children benefit from more continuity and cohesion in their learning.

## Inspection judgements

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

The childminder undertakes observations to monitor children's progress, which helps her to inform parents of the progress their children are making and to identify any gaps in learning. However, she 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 younger children's increasing interest

and ability in handling and manipulating plastic and material toys. She gets down to their level and shows them how to push and pull along toys and how to squeeze and press toys to make them light up and make sounds. Her encouragement and praise supports children to keep trying and to learn through trial and error to discover new things and ways of doing things. These are skills that are needed for future learning. However, the childminder does not fully extend children's interest and learning by planning a wider range of sensory experiences in and outdoors to fully support children's inquisitiveness and motivation to explore and experiment. For example, when older children decorate biscuits with icing sugar she does not plan to encourage the much younger children to enjoy the sensory experience of putting their fingers in and out of the mixture. Although, younger children are able to enjoy their growing mobility by crawling around the open space in the lounge, the childminder does not use her observations of this growing independence to ensure there are lots of opportunities for them to practise pulling themselves up to stand. 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 and reception class benefit from being able to initiate their own play and follow their own interest in the childminder's dedicated playroom. This encourages children to consolidate and use the skills they are developing. For example, children can use a variety of easily accessible mark making tools, which includes a large chalk board that is attached to the wall. There is an attractive display of books and a comfy area for children to sit and look at books. These activities support children's emerging literacy skills. Posters and resources support children's interest and use of number and shape. A variety of small world resources are attractively set out to ignite children's imaginative play. The childminder plans a number of topical craft, such as pumpkin carvings and leaf printing, which supports children's creative development. However, the childminder has not established links with the other settings children attend to fully support continuity and cohesion in their learning, in order to ensure children's learning is fully supported and extended.

The childminder places suitable emphasis on supporting children's communication skills. She spends lots of time talking to children and engaging them in conversations. She is responsive to children's early babblings, which encourages them to become more vocal. She names items children are interested in, which helps children to learn the meaning of words and encourages them to say their first words and she places good emphasis on singing songs and action rhymes, which supports the development of children's vocabulary.

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

The childminder develops warm and caring relationships with children. This helps children to settle into her care and form secure relationships with her, which supports their well-being. The childminder is effective in working in partnership with parents to meet

children's individual care needs, particularly in relation to meeting children's individual dietary needs, which supports children's good health. The childminder has developed effective systems to exchange information with parents. This includes both parents and childminder completing a daily diary of children's care needs, experiences and requests. This supports cohesion and consistency between children's care at home and with the childminder. It also supports children's emotional well-being and supports them to begin to be effective learners. However, these links are not so well secured for children who attend more than one setting.

Younger children demonstrate a sense of personal safety in the childminder's care as they move around their surroundings, which supports their growing independence and self-confidence. The childminder provides high levels of supervision to ensure they are safe as they access the resources to fully support their growing independence. Older children's independence is also generally well supported with the childminder's creative use of the space indoors. The childminder provides suitable opportunities for children to learn and play outdoors. For example, children collect leaves for printing, visit local parks and play ball games in the childminder's garden. However, children do not benefit from a rich programme of outdoor physical activity and learning in the garden all year round. Consequently, children's understanding of the importance of healthy lifestyles is not as well supported.

Children learn and respond well to the childminder's appropriate behaviour boundaries, which are made in partnership with children and parents. These include following good road safety, sharing and taking turns, which helps to create a safe and harmonious environment for children. Children learn about similarities and difference using resources, such as books and dressing-up clothes, which helps them to develop respectful attitudes towards others.

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

The childminder demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has devised and implemented effective policies and procedures that help to support children's good health and safety. The childminder has attended safeguarding training, which has helped her to develop a clear understanding of her roles and responsibilities with regard to child protection issues. She understands the possible signs of abuse and she knows what to do if she was to have a concern about a child in her care. The childminder has also attended a health and hygiene course and implements very high standards of hygiene. The childminder has also attended a training event in relation to promoting equality of opportunity and this has helped her to recognise how she can support children to develop their awareness of diversity. She carries out risk assessments on the premises and all outings, which ensure hazards are identified and minimised and she provides high levels of supervision for children, which contributes to keeping children safe. Household members are known to Ofsted and appropriate checks have been undertaken.

The childminder has a suitable understanding of how to monitor the delivery of the educational programmes and she undertakes observations to monitor the progress children are making. However, she is not consistently using the information she gains to accurately tailor learning opportunities for children to promote good progress and to ensure all aspects of children's physical development are fully promoted. Sound partnerships are developed with parents to support children's care and learning. Comprehensive written information about the learning and development and safeguarding and welfare requirements are shared with parents. This helps to ensure parents are fully informed about the childminder's provision and the care and learning their children receive. Partnerships with other provisions are not as well-established and are not making such a sound contribution.

The childminder is becoming a reflective practitioner and has begun to self-evaluate her practice and provision, taking into account some of the views of parents and children. This is leading her to recognise and take action to overcome some weaknesses. For example, as a result of reflecting upon her initial settling-in programme she plans to encourage future parents to engage in a longer settling-in period, so that children are more emotionally prepared for their initial separation and new experience.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY463319
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	919605
<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>	17
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

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.

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