

Inspection date	05/11/2013
Previous inspection date	29/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		2
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

- Children have very close relationships with the childminder. Consequently, they are confident to express their needs and enjoy their time in the setting.
- The childminder acts as a positive role model for children and provides consistent boundaries which encourage children to learn about sharing and turn taking. The effective use of praise promotes their self-esteem to a high level.
- Children are well supported in their transitions both into the childminder's home and in preparation for other settings that they attend. This helps to ensure they are emotionally prepared for the next stage in their learning.

It is not yet good because

- Teaching requires improvement because the childminder does not consistently use the information gathered from observations and assessments to monitor children's learning and development and plan activities which continually challenge them.
- The childminder has not fully developed her awareness of how to implement the 'progress check at age two', to ensure that any emerging concerns are identified so that appropriate support can be put in place if needed.
- Self-evaluation is not fully effective as there are areas that require improvement that have not been identified. As a result, children's learning and development is not promoted to the highest level.

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 discussed children's progress and the activities provided with the childminder.
- The inspector looked at a range of documentation and a selection of policies and procedures.
- The inspector observed children throughout the inspection.
- The inspector spoke with the childminder at regular intervals throughout the inspection.

Inspector

Val Thomas

Full report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in the Baswich area of Stafford. The whole of the ground floor and the rear garden is used for childminding. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently five children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.45am to 5.15pm, Monday to Friday, except bank holidays and family holidays. She supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the effectiveness of observations and assessments by: using the information gathered to assess children's progress towards the early goals and target their next steps so they make good progress in all areas of learning through consistently challenging activities
- develop understanding further of the 'progress check at age two' and implement the check for all children aged between 24 and 36 months to: identify what children can do and any areas where any additional intervention may be needed; provide parents with a written summary of their child's development so they know how well their child is doing and can help support their learning at home.

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

- review the system for self-evaluation in order to develop awareness of how expectations for children can be raised in relation to their learning.

Inspection judgements

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

Children enjoy playing in the childminder's home and have a fun time. They are confident in the presence of visitors and relate well to the positive interaction from the childminder. The childminder has a suitable understanding of children's interests and stages of development and takes them into account when planning most activities. For example, she

plans gluing and sticking activities so that children can express their ideas through craft activities. Children's learning and development is discussed with parents during the initial visits and settling-in period so that the childminder is clear about children's starting points. She continues to observe their learning as they play and engage in activities and uses her knowledge of child development and many years experience as a childminder to assess their progress. However, teaching requires improvement as their progress is not consistently assessed in order to plan for the next steps across all areas of learning. Consequently, activities are not always challenging children, for example, in developing their writing skills as they only use crayons and magnetic boards with writing implements. Opportunities for further developing children's sensory play through a wider range of media, such as corn flour and dough to encourage them to describe the texture of things and develop their free expression, are not often provided. Ongoing discussion with parents keeps them informed of how well their child is progressing and the childminder provides guidance on developmental stages, such as toilet training. This enables parents to continue to support their child's learning and development in the home. The childminder has not yet developed her knowledge sufficiently in order to implement the 'progress check at age two', which means children's ongoing progress is not fully supported.

Children's language skills are developing appropriately. The childminder talks to them as they play and encourages them to extend their sentences, introducing additional words, such as 'be very careful'. They enjoy looking at books together and she extends their learning well, linking the picture in the book to the picture on their jumper. Children try to repeat the words, imitating the childminder and this extends their vocabulary appropriately. The childminder asks some open questions during play and routines and this encourages children to engage in conversations. As a result, they can talk about what they are eating for their lunch and say that they are going to play with the trains next. There are clear systems in place to support children with English as an additional language. The childminder obtains key words in their home language, which they use during play and routines and this enables them to express their needs. The childminder works closely with parents in celebrating festivals, such as Diwali, and children show others what dances they take part in. This helps children to learn respect for each other's differences. For older children, the childminder encourages them to hear and say the initial sounds in words and supports their independence during routines well. This helps them to develop their readiness for school.

The childminder responds to children's interests, getting the mat out for them so that they can run the trains along the tracks. They develop their imagination as they line the cars and find the trucks to match the pictures in the book. The childminder teaches children to develop their counting skills when walking to school, counting the cars and children are beginning to understand the difference in the weight of objects, when they say that the truck is 'heavy'. Children take part in regular outings, which help to develop their understanding of the world well. They go to the canal to see the barges, learning about wildlife on their nature walks and the names of different birds. The childminder helps them to understand how technology works, showing them how to record sounds and they smile with delight when they hear the childminder's voice when it is played back. The regular access to outdoors and varied range of equipment, such as bats and balls, tricycles and sit and ride toys, help children to develop their physical skills well.

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

Children have very close relationships with the childminder and are extremely settled and happy in the setting. These relationships are enhanced by the organised settling-in procedures, which are thoroughly discussed with parents at initial visits. The child's needs are fully discussed and parents are invited to stay with their child for as long as they wish during the four week settling-in period. As a result, children are confident and can express their feelings and needs. For example, they ask for their sandwiches to be cut in a certain way because that is how they have them at pre-school. Strong relationships continue to develop with parents and they see the childminder as an integral part in supporting their child in transitions to other settings. The childminder places great importance on making sure that children are emotionally well prepared for when they go to school and pre-school. She talks to them about what will happen at the other setting and takes them on visits so that they can meet their new teacher at school and key person at the pre-school. She continues to support them through attending events at the other settings to help them feel secure.

A clear strength of the setting is how the childminder manages behaviour. Consistent boundaries are set and this helps children to understand what they can and cannot do. The childminder talks to children in a positive way as they play and encourages them to share and take turns with the toys. When younger children try to take the train off another child, the childminder carefully explains that because they had the toy first they need to let them play with it and then it will be their turn. This helps children to respect each other and encourages them to play cooperatively. The childminder uses praise very well, which promotes children's self-esteem to a high level. During play and routines they learn how to keep themselves safe. For instance, they climb onto the chair carefully for their snack and sit very well for their lunch. The childminder extends their understanding of safety in the home and on outings well. Fire drills are practised regularly with the children and the childminder talks to them about the danger of talking to strangers and approaching animals when out on walks.

The childminder places a high priority on promoting children's personal, social and emotional development. They are developing their independence well as they learn how to manage their own clothes when dressing and feed themselves at snack and lunchtime. The environment is welcoming and the accessible resources enable children to make choices in their play.

Children are provided with good opportunities to experience fresh air and exercise on a daily basis, when they walk to and from school to take and collect other children. The childminder takes children to a local park and on nature walks and there is regular access to the outdoor garden. The range of equipment available and local amenities used enables children to develop their physical skills well. The childminder works in partnership with parents to encourage a healthy diet for children. Snacks and meals are provided by parents and the childminder discusses the benefits of a healthy lunch box. She enhances children's understanding of healthy eating further by providing opportunities for them to make vegetable soup, encouraging them to help with preparing and talking about the

different ingredients and then tasting it when it is made. Hygiene procedures are clearly implemented and help children to understand why they need to wash their hands.

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

The childminder demonstrates a suitable awareness of safeguarding procedures and has a written policy which reflects the Local Safeguarding Children Board procedures. She is clear in her role about reporting any concerns and is aware of the need to maintain confidentiality. This helps to ensure children are protected from harm. The home is safe and secure and the childminder risk assesses all areas on a daily basis. Safety locks on kitchen cupboards ensure that children are safe from hazardous substances and the water feature outside is emptied before children go out to play. The childminder is aware of the legal requirements for documentation and the sample of records viewed at inspection indicates that they are effectively maintained to promote the welfare of children. She maintains a current first aid certificate to promote children's well-being in the event of a medical emergency.

The childminder has attended training on the Statutory framework for the Early Years Foundation Stage to ensure that she is aware of how to implement the changes. However, she has not fully developed her awareness of the 'progress check at age two' to ensure all children make the best possible progress. She takes some steps to evaluate her provision through gathering parents' views and has cards from them, which show they have been happy with her care. In addition, she has support from a local authority advisor, which helps her to keep abreast of the changes and target where improvements are made. However, the childminder has not identified how children's learning and development can be enhanced through the observation and assessment process to ensure they make good progress in all areas of learning.

Strong relationships with parents ensure that they are informed about how their child will be cared for and the learning that takes place. Daily discussion informs them of the activities their child is involved in and the progress they are making. There is a regular two-way flow of information with providers of other settings that children attend. For example, the childminder shares the various achievements of children, such as when they can put their own shoes on, which is then displayed on the pre-school's achievement tree. This helps to ensure children's learning and development is consistently supported.

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

Unique reference number	209396
Local authority	Staffordshire
Inspection number	818102
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	29/04/2010
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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