

Inspection date	11/11/2013
Previous inspection date	22/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 has a very good understanding of how children learn and how to extend this through her skilful teaching. She accurately assesses the next steps in their learning and provides interesting and purposeful learning opportunities. This ensures that children make good progress in all areas of their learning and development.
- Partnerships with parents are very strong. Information regarding children's care and learning is shared daily, ensuring that the changing needs of the child are identified and well met, promoting their well-being.
- Children are safe and secure because the childminder has a good understanding of safeguarding children and keeping them safe by effectively minimising risks.
- The childminder has developed and implemented a comprehensive range of policies and procedures. Alongside this, she is committed to further improving her provision through self-evaluation and ongoing professional development. This has a very positive impact upon the quality of her environment and the opportunities she provides for the children.

It is not yet outstanding because

- There is scope to enhance the very good partnerships with parents through further promoting their contributions to children's ongoing assessments.

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 snack time, a range of activities indoors and lunch time.
- The inspector spoke with the provider and children throughout the inspection.
- The inspector checked evidence of the childminder's suitability, qualifications and training.
- The inspector examined a range of documentation including children's development records, risk assessments and policies and procedures.
- The inspector took account of the written views of parents and the childminder's plans for improvement.

Inspector

Sharon Lea

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged six- and nine-years-old in a house in Kidsgrove, Staffordshire. The whole of the property other than the master bedroom is used for childminding. There is an enclosed rear garden available for outdoor play. The family has a dog and tropical fish as pets.

The childminder has a childcare qualification at level 3. She attends local groups and activities and visits the local shops and park on a regular basis. She is able to take and collect children from local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age range and they attend for a variety of sessions. She also offers care to children aged over five years. The childminder operates all year round from 7am to 6.15pm, Monday to Friday, except for family holidays. She is a member of the Kidsgrove Childminding Network and the Professional Association for Childcare and Early Years. She 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 children's ongoing progress assessments to include parents' contributions in order to further enhance partnership working and enable all those involved to more fully support children's progress.

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 the learning and development requirements of the Early Years Foundation Stage. This enables her to plan and provide a wide range of interesting activities, which support each child to develop their skills and abilities in readiness for the next stage in their learning, such as school. The childminder gains information from parents about their child on entry to the setting and uses this to inform her initial planning and carry out further observations. Children's progress is accurately observed and assessed which enables the childminder to identify their current needs and interests, influencing her planning for the next steps in their learning. There is scope however, to further develop the very good partnerships with parents through promoting their contributions to children's ongoing assessments. The childminder has a very good understanding of how children learn and how to extend this through her skilful

teaching. She fully utilises the next steps in their learning and provides interesting and purposeful learning opportunities. For example, environmental walks to support children in identifying specific colours in a fun and imaginative way. This motivates children to engage in learning and ensures that they make good progress in all areas of their learning and development.

Children's language and communication is supported very well because the childminder listens, shows interest and responds to what the children are telling her. She reacts animatedly to the vocal attempts of babies, who delight in her attention. Toddlers are encouraged to form sentences and the childminder supports them, giving praise and repeating back what they say. This teaches children the correct pronunciation. Older children are supported in extending their thinking further through open-ended questions and recalling previous events. The childminder uses every opportunity during children's play to develop their vocabulary and support their language development. A range of books are available and these are supplemented by visits to the local library, where children are able to choose additional books to be used in the setting. Daily story sessions and printed labels on resources and in the play shop develop children's understanding of the meaning of print. The childminder provides resources indoors and outdoors to enable children to draw and support their early attempts at mark making and writing. This ensures that children are well supported in developing literacy skills, preparing them well for the next stage in their learning such as school.

The indoor and outdoor environments are well resourced and children access resources independently as they initiate their own play. Resources support all areas of learning, are of good quality, and appropriate for the age range of children attending the setting. Children's learning and development needs are well met because the childminder plays and interacts with them to support and extend their play. For example, she joins in with their pretend shopping, discussing the items they have purchased and requesting a sandwich, which they imaginatively make. She uses every opportunity to promote learning, using snack times to develop the children's understanding of colour, through exploring the colour of the fruits they eat and the cups and plates they use.

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

The childminder develops very strong relationships with the children in her care, and gets to know them very well. This is supported through the detailed information she gains from parents about their child's care and learning needs when they first start in the setting. This means that children are happy and confident and ready to try out new experiences and develop their abilities. Routines are clearly developed, which ensures that even young children understand about mealtimes and rest times. This meets their physical requirements and enables them to be ready for active play and learning.

Meals and snacks are freshly prepared and include a wide range of fruits and vegetables, which children enthusiastically enjoy. The childminder supports children's understanding of healthy eating and the benefits of fresh foods through activities such as growing vegetables in the garden. Children experience visits to a local garden centre to select a

variety of vegetables, plant and care for these and when ready, these are harvested and enjoyed at meal times. Fresh air and exercise is experienced daily through outdoor play, visits to local parks, and walks to and from the local school to drop off and collect older children. This supports children to develop a positive attitude towards exercise in the fresh air. The indoor environment promotes children's independence well as they freely select resources and are encouraged to feed themselves. Good hygiene routines are promoted as children are reminded to wash their hands before eating and after using the toilet. Systems are in place for parents to share information with the childminder about any health or dietary issues the children may have, and there are thorough records for accidents and any medication administered.

Children are beginning to learn about how to keep themselves and others safe. They are reminded of the rules regarding sitting down on chairs and learn about road safety during outings. The regular use of local soft play centres provides children with opportunities to experience a wide range of large equipment. This provides younger children with new challenges and enables older children to take safe risks as they negotiate the resources, further challenging their physical skills. The childminder has a positive attitude to behaviour management and consistently addresses any issues which arise. Consequently, children know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as the childminder encourages them to share and take turns. Children are confident, friendly, well mannered and motivated. Attendance at local toddler groups provide opportunities for children to meet up with larger groups of children and to develop their social skills. This helps prepare children for the transition to school when the time comes.

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

The childminder is highly organised and has ensured that she fully complies with all aspects of the safeguarding and welfare requirements of the Early Years Foundation Stage. She also has a very good understanding of the learning and development requirements, how children learn, and what she can do to support their learning. She uses her thorough observations of children's progress to plan next steps to extend their learning and development through play based activities which are both fun and challenging. As a result, children benefit from a broad range of experiences, which support them to make progress in all areas of learning. The childminder has effective systems in place to monitor children's progress and undertakes the progress check at age two, sharing these with parents.

Children are safeguarded well as the childminder has a very good awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. Children are cared for in a clean, safe and secure environment. The childminder undertakes comprehensive risk assessments for her home

and all outings, keeping children safe through effectively minimising risks. She is highly proactive in ensuring that fire evacuation procedures in other buildings visited with the children are appropriate. This helps to ensure that children are protected from harm at all times when in her care.

The childminder has developed very good partnerships with parents, engaging with them during initial visits to gain knowledge of their child's development and individual care needs. Parents are provided with daily diaries, can review their children's learning journey files at all times, and receive ongoing verbal feedback regarding their child's learning and care. The childminder is fully committed to further improving her provision through thorough self-evaluation of her practice. She is fully aware of her strengths and has identified areas for improving her provision to ensure that children make continued good progress and enjoy their time in her care. Parents are encouraged to express their views on their child's care and her provision through questionnaires which the childminder welcomes, to aid her in the further development of her provision. Their feedback is very positive and they acknowledge that their children are happy in her care, enjoy the range of activities provided, and they value the very good communication which takes place between them. The childminder is keen to attend available training, for her continued professional development. For example, she uses the information gained from courses, to enhance her knowledge of child development and how to provide nutritionally balanced meals and snacks. This has a very positive impact upon the quality of her environment and the opportunities she provides for the children. In addition, she has a support network of other childminders who share good practice and ideas with one another and she receives support from the local authority.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY415059
Local authority	Staffordshire
Inspection number	781745
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	22/03/2011
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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