

Inspection date

Previous inspection date

13/11/2013

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 has a secure understanding of how children learn. She accurately assesses the next steps in their learning and provides a wide range of interesting and purposeful learning opportunities linked to their interests. This ensures that children make good progress in all areas of their learning and development.
- Children are happy, settled and have very good relationships with the childminder. This enables them to securely explore their environment and become active and motivated learners.
- A comprehensive range of policies and procedures have been developed and implemented by the childminder. This effectively promotes the health, safety and well-being of the children in her care.
- Partnerships with parents and other settings which children attend are good. This enables the childminder to support the individual needs of the children from the outset.

It is not yet outstanding because

- There is scope to develop the already good partnerships with parents, to involve them further in progress summaries and next steps for 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 both indoors and in the garden.
- The inspector viewed all areas of the property used for childminding purposes.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder and a range of policies and procedures in place.
- The inspector took account of the views of parents from written testimonials and the childminder's plans for improvement through her self-evaluation.

Inspector

Sharon Lea

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 her partner and child aged five years in Leek, Staffordshire. The whole of the property is used for childminding. There is an enclosed garden available for outdoor play.

The childminder attends local toddler groups and visits the local library on a regular basis. She also visits local shops and parks. She collects children from local schools and pre-schools. The childminder operates all year round on Monday, Wednesday and Fridays, with the exception of family holidays and Bank Holidays. She is flexible to meet the individual requirements of children and their families. There are currently two children on roll who are in the early years age range. Children attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years, and 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 the existing good partnerships with parents through involving them further in regular progress summaries. This will enable the sharing of next steps in learning, supporting children to make greater progress in their learning and development.

Inspection judgements

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

The childminder has a good understanding of how children learn and how to support this learning through her skilful teaching. She accurately assesses their levels of development, identifying appropriate next steps to challenge their learning further, and provides a wide range of interesting and purposeful learning opportunities. For example, children begin to count a specific number of objects. The childminder develops this further, encouraging children to group specific numbers of items together, from a larger group of items. This extends and supports their developing mathematical awareness relating to number, sorting and quantities. Assessment forms the basis of the childminder's planning, which is clearly linked to individual children's interests and next steps in learning. The childminder fully understands that children learn best when activities and learning opportunities support their individual interests. For example, children with a particular interest in wheels are provided with a painting activity, using cars to make paint tracks on paper. This results in the children being enthusiastic and highly motivated learners. Therefore, they make good progress in their learning and development, and are well prepared for the next stage of learning, such as school.

The childminder places a high priority on ensuring that children in her care are secure in the prime areas of learning of personal, social and emotional development, communication and language and physical development. Children are emotionally secure because the childminder is warm and friendly and gets to know them well, providing them with good levels of support according to their current needs. They develop socially through attending local toddler groups with the childminder. Here, they learn how to behave in different situations and with different children and adults. Children's language and communication is supported well because the childminder listens, shows interest and responds to what the children are telling her. She supports them in extending their thinking further through open-ended questions and recalling previous events. A range of books are available for daily story sessions and these are supplemented by visits to the local library, where children are able to choose additional books to be used in the setting and at home. 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. Physical development is supported through a range of opportunities to develop fine motor skills through cutting, painting and drawing. Daily outdoor play, whatever the weather, enables children to develop their larger physical skills.

The childminder is very professional and promotes a strong and open relationship with parents and carers. Parents contribute detailed information about their children's skills and interests when they begin attending. This enables the childminder to get to know children's individual needs and personalities, and helps her identify their starting points on which to form the basis of her assessments of their progress. The childminder shares ongoing information with parents about their child verbally and through a daily diary, and has everything in place to carry out the progress check at age two, when appropriate. However, there is room to improve parental involvement further still, through more regular progress summaries to enable parents to further support their child's identified next steps at home.

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

The childminder has a very good transition process in place which is individual to the needs of each child who attends. This supports children in happily settling into her home and results in them developing a strong bond with her. Because of this, they are happy and confident to explore the environment and to express their feelings and needs. The information which parents share with the childminder about their child's routines and care needs prior to starting also supports their transition and ensures that their needs are well met from the outset. 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. The childminder encourages the children to eat well, making them aware that this will help them to become big and strong. This supports children in their understanding of a healthy

diet. Physical exercise is promoted daily through outdoor play in the childminder's garden, visits to local parks, and walking 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, and provides them with opportunities to challenge their physical skills and learn about how to keep themselves safe when crossing roads. Good hygiene routines are promoted as children are reminded to wash their hands before eating and after messy play or using the toilet. Children's developing independence in self-help skills is supported through the childminder enabling them to address their own toileting and hygiene needs as soon as they are able, and to feed themselves at snack and meal times. 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.

The childminder has a positive attitude to behaviour management, ensuring that children are appropriately challenged and occupied in activities, to prevent them becoming bored or frustrated. Consequently, children are well behaved. Attendance at local toddler groups provide opportunities for children to meet up with larger groups of children and to develop their social skills. This, alongside the childminder developing children's literacy and numeracy skills, helps prepare them for the transition to school when the time comes. The indoor and outdoor environments are well resourced and children select 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. For example, children with a particular interest in vehicles are able to choose a road and rail track to play with. The childminder uses child-initiated activities such as these as an opportunity to test children's skills at putting the track together and to teach them the different colours of the road and rail tracks.

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 good understanding of the learning and development requirements, monitoring, 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 planned experiences, which support them to make progress in all areas of learning.

Children are safeguarded well as the childminder has a sound 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 safe and secure environment. The childminder undertakes comprehensive risk assessments for her home and all outings, and is fully aware of the supervision requirements of younger children in

her home and during visits off site. This helps to ensure that children are well protected from harm.

The childminder has carried out a thorough evaluation of her practice and is fully aware of her strengths and ideas for improving her provision. She encourages parents to express their views on her provision and welcomes their feedback, to support her self-evaluation. Improvements are ongoing, to ensure that children make the best possible progress and enjoy their time in her care. She strongly believes that 'children's success is paramount' and endeavours to do everything that she can to become an outstanding practitioner. This is supported through attending additional training, such as child development, which the childminder uses to enhance her existing knowledge in this area, to better meet the children's needs. Partnerships with parents and other settings which children attend are good. The childminder receives information about the children in her care from other settings that they attend and has verbally shared information in return. This ensures that all those involved in the child's learning and care work together to support their needs as well as possible.

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	EY461577
Local authority	Staffordshire
Inspection number	919902
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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