

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 children are keen to try new things because the childminder enables them to explore their own ideas and monitors the educational programme effectively.
- The childminder sets clear targets for improvement by listening to the children. As a result, they are showing many characteristics of learning and developing a variety of skills.
- Assessment and planning is accurate and suitable next steps are identified, therefore, children are challenged in their learning and are making good progress in all areas.
- The children are confident because the childminder knows them well and offers a safe environment, with resources that support their emerging interests.
- The childminder continually evaluates the quality of teaching and learning. Consequently, children's play experiences are purposeful and meet their individual needs.

It is not yet outstanding because

- There is scope to provide more interesting and challenging experiences in the garden when children spend long periods of time in the home.
- There is scope to improve the opportunities for parents to share observations on children's learning so this shared knowledge can be used to help plan and share ideas about how to move children forward.

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 children in adult-led and free-play activities indoors, outdoors and during a mealtime.
- The inspector engaged in several discussions with the childminder throughout the morning.
- The inspector looked at a sample of policies, children's learning and development records, and suitability and safety documentation.
- The inspector jointly observed an adult-led activity alongside the childminder.
- The inspector looked at documents relating to parental contributions.

Inspector

Jo Wagg

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 husband and two children aged four and six years in Stafford. The whole ground floor of the house, three bedrooms on the first floor and the rear garden are used for childminding. The family has a pet dog.

The childminder attends a toddler group, visits the local park, library and shops on a regular basis. She collects children from local pre-schools. There are currently three children on roll in the early years age group, who attend for a variety of sessions. The childminder operates all year round, from 7:30am to 6pm, Monday to Friday, except for Bank Holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the outdoor area further by appropriately resourcing it to match the indoor environment, and ensure children can access it more readily.
- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents, and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

Inspection judgements

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

The educational programme covers all areas of learning, and the childminder pays particular attention to the prime areas when the children are of a young age. Her teaching includes providing opportunities for children to lead their own play and also time in adult-directed experiences. The childminder uses interaction effectively to help children learn. For example, while children explore some coloured rice she talks to them about smell and suggests different ways to collect the rice, challenging the children to acquire new skills. Children's communication and language is supported thoroughly through the introduction of new words, commenting on children's actions as they play and naming objects. The childminder also ensures there are daily opportunities to share stories, sing and listen to music. As a result, children are confident in vocalising their needs and exploring new words and sounds. The childminder deploys herself skilfully and sits at the children's level. She balances her time between all the children in her care effectively, while allowing them the freedom to explore the environment safely. She has a good knowledge of children's learning and development, and uses this to question children about their ideas and

encourage them to think and work things out. Children are willing to have a go and are enthusiastic about new experiences because the childminder has high expectations of them. She thoroughly plans next steps that meet their individual needs and support their interests. The childminder provides daily opportunities for children to be outdoors. However, when the children spend longer than normal within the home, the garden is not used as effectively and is not as well resourced as the indoor environment. Therefore, opportunities to further extend children's interests are sometimes missed.

The childminder's observations of the children are detailed and informative. She assesses the children accurately and their next steps are appropriate and challenging. Therefore, children explore and consolidate what they already know by repeating actions and returning to activities. The childminder has secure knowledge about the different ways in which children learn, and plans experiences outside of the home to ensure children's needs are met. For example, she uses the local park to support those children who are more active learners, and attends a toddler group for those children who are more reflective learners. As a result, all children are eager and enthusiastic. Children are well prepared for the next stages in their learning and to make the different transitions throughout the day because the childminder sensitively explains what is going to happen next. In addition, she offers reassurance to them when things do not go as smoothly as anticipated. She is aware of the assessment requirements and demonstrates clear methods of working collaboratively with other professionals to achieve secure transitions when they move to school or pre-school.

Parents are encouraged to share information about their child prior to their start date, and the childminder completes detailed observations on the children during settling-in sessions. As a result, children settle quickly are independent learners, and new children are making good progress in their learning. However, there is scope to improve the opportunities to have an ongoing dialogue with parents about observations so the childminder can use this shared knowledge and understanding to help plan to move the children forward.

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

The childminder has a well organised procedure for settling children in that includes gathering information from parents about personality and routines, and several two-hour settling-in sessions. Consequently, children are confident to express themselves and explore their surroundings with ease. The childminder is tuned into the children and interprets non-verbal gestures and actions to meet their needs. She puts a strong emphasis on spending time alongside them during play and joins in at appropriate intervals, listening and responding to them. As a result, their relationship with her is warm and positive. For example, children seek her attention by showing her objects, and laugh joyfully when she responds. Children are generally happy and enjoy their time within the childminder's home because she recognises changes in their behaviour and offers different experiences to reignite their interests. The childminder uses her local area to offer valuable outdoor experiences. She sets clear boundaries to keep children safe and to support their relationships with other adults and children. She teaches these skills through activities that involve sharing and turn taking. Children play cooperatively and move freely

around the indoor environment, exploring their surroundings and taking managed risks in their play.

The childminder's thorough knowledge of children's well-being is demonstrated by making available healthy meals and snacks, such as wholemeal toast and fruit for a mid-morning snack. She also ensures the children have the opportunity to be physically active throughout the day and makes good use of her local area to fulfil this. For example, going for a walk. The childminder also demonstrates her ability to recognise when children need time to rest and sleep, and provides more restful activities, such as sharing a book, to prepare children for sleep. Children are encouraged to wash their hands and face, and nappy changing time is used as a time to talk about personal hygiene. This means children are emotionally secure, they make good progress physically and they sit down at mealtimes and eat well together, developing a good understanding of a healthy lifestyle. Children move between rooms and activities enthusiastically throughout the day because the childminder explains what is going to happen next, and maintains a regular routine. There are detailed plans in place to support children in moving on to the next stages of their learning. For example, one of the children is challenging himself physically and the childminder has plans to offer more opportunity to do this in a safe environment by accessing an adventure play area.

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

The childminder demonstrates a firm understanding of the learning and development requirements of the Early Years Foundation Stage. She monitors how well she covers all areas of learning. As a result, children make good progress from their starting points. Children are participating in a broad range of experiences that support their different learning styles because the childminder reflects on her observations and assessments effectively. The childminder is able to demonstrate how well she understands the importance of effective partnerships. For example, linking with the child's health visitor and parents to complete a detailed summary of learning and development after the child reaches the age of two. Children are safe, challenged and comfortable because the childminder's knowledge of safety practices and child protection is good. She is aware of her responsibilities and continually risk assesses her environment according to children's differing needs and abilities.

The childminder effectively evaluates her provision and takes into account parents' feedback and children's views. She also engages with her local authority adviser. There are clear targets for improvement that are appropriate and are based on a good understanding of what quality looks like and the impact it has on children. The childminder is proactive in seeking further training and uses this new knowledge, alongside her assessments of what the children can do and how they learn, to plan more effectively for the children. For example, she is completing two-year-old training to ensure her expectations of the children are appropriate. In addition, the childminder uses this information to monitor the quality of her teaching. She also observes the children's responses and assesses their progress and general disposition as a tool for monitoring. Therefore, the support the children receive is tailored to their individual needs. The

childminder is committed and has a strong desire to ensure children's outcomes are at least good. This means the children's experiences are stimulating, they play creatively and show curiosity in a welcoming environment.

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	EY459315
Local authority	Staffordshire
Inspection number	918958
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	3
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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