

Inspection date	05/12/2013
Previous inspection date	08/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 strong knowledge and understanding of how children learn and develop. She knows the children's individual interests and emerging skills and interacts effectively to support their learning. As a result, children make good progress in all areas of their learning.
- The childminder provides a warm and welcoming environment in which children develop good relationships and their self-confidence. She takes effective steps to ensure children are safe and secure in her care.
- The childminder provides children with lots of opportunities to explore the outdoors and investigate the natural world.
- The childminder demonstrates the motivation and drive to develop her service. She regularly monitors and evaluates her skills and the progress children make. This supports continual improvement.

It is not yet outstanding because

- The childminder does not always give older and more able children time to think and consider mathematical problems to fully support them to develop their vocabulary for adding and subtracting.
- Partnerships with parents and other practitioners, such as pre-school teachers are not fully focused on sharing information about children's individual learning priorities to ensure there is a consistent approach.

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 kitchen and lounge and completed joint observations with the childminder.
- The inspector took account of the views of parents and carers included in the self-evaluation.
- The inspector spoke with the childminder and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and training completed by childminder, self-evaluation and plans for future improvement.

Inspector

Dianne Adams

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and 11 years in a house in Tamworth, Staffordshire. The whole of the premises is used for childminding. The family has a dog, cat and two guinea-pigs.

The childminder attends local toddler groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently seven children on roll, of whom three are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- extend the learning of older and more able children by, for example, giving them time to think and consider mathematical problems to support them to develop their vocabulary for adding and subtracting
- enhance partnerships with parents and other practitioners, such as pre-school teachers to share information about children's individual achievements and learning priorities to ensure there is an agreed understanding between all those involved.

Inspection judgements

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

Teaching is good. The childminder has high expectations of all children based on clear and accurate assessment of their emerging skills. She continually observes children at play and uses the information to monitor the good progress they make. This is clearly recorded in each child's 'Learning journey' folder and enables the childminder to successfully prepare children for their next stage in learning and for school. The childminder engages well with parents and encourages them to share information about their children's learning as they enter the setting and through verbal discussions each day. For example, parents complete an informative 'All about me' document which details their lifestyles, family members and pets and contribute to the initial assessments of their children's starting points. However, although parents are encouraged to share their children's achievements observed at home, this information is not fully utilised by the childminder to assess children's overall learning.

The childminder demonstrates a good knowledge of how children learn through play. She provides children with a stimulating educational programme which encompasses their individual interests. For example, children show a fascination for trains and confidently help themselves to the box of trains and tracks, which is stored within their easy reach. They maintain their focus and develop their physical skills as they link the train tracks together. The childminder joins in the children's fun and uses open-ended questions to extend their learning. For example, she encourages younger children to count the train carriages beyond the number ten. However, at times, she does not give older and more able children time to think and consider when she presents a mathematical puzzle. For example, after supporting children to count eight carriages and another group of two, she does not give them time to consider how many carriages they have in total.

Children show enjoyment for playing interactive games which develops their social skills and strong relationships. For example, they confidently use language to ask the childminder to play a game involving frogs. The childminder responds well to their wishes and supports them to set the game up in the lounge. Children listen well as the childminder gives a good explanation of the rules. They show a good understanding of the expectations of the game and the boundaries set as they cooperate well with each other and take turns. This effectively develops their skills for managing their feelings and behaviours. Children also have ample opportunities to develop their physical skills outdoors. They enjoy collecting conkers and acorns while walking in the park and are supported by the childminder to consider the texture and colour. Children show high levels of energy and curiosity in their learning and try out new ideas for using the conkers. For example, they watch as they roll the conkers down the slide. When walking outdoors the childminder also supports children to think about how they are moving. They have great fun in deciding to walk in different ways, such as, skipping, jumping or walking like a crab.

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

The childminder successfully supports children's physical and emotional well-being. She welcomes children and their parents into her home which develops sincere and trusting relationships and ensures children experience a smooth transition from home. The childminder takes time to become familiar with the children's routines, interests and learns how to meet their individual needs in partnership with their parents. Therefore, children settle in their own time and demonstrate that they feel happy, safe and secure. The childminder also prepares children well for their transition to pre-school. For example, children benefit from becoming familiar with the school environment as they accompany the childminder to collect older children from school. The childminder gradually introduces children to their new teachers and shows an interest in special events, such as children participating in 'play days' at the school with their grandparents. Therefore, children embrace this new experience with confidence and settle with ease.

Children are fully aware of the importance of fresh air, exercise and eating healthily. For example, they enjoy eating wraps with various fillings for lunch and a selection of fresh fruit, such as, oranges and grapes. All children develop a sense of independence and their

self-care skills as they help themselves to fruit and drink and tidy away their toys after use. The childminder constantly praises children's efforts and achievements, enabling each child to develop a positive sense of identity. The environment supports children's choices to be active or to rest and the childminder acts as a highly positive role model. The indoor and outdoor environment is used well to enhance children's knowledge of local people and communities and the natural world.

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

The childminder has a good understanding of her responsibility to ensure the safeguarding, welfare and learning and development requirements are met well. She gives high priority to safeguarding children and protecting them from harm. The childminder demonstrates a good understanding of child protection procedures and develops her knowledge by attending training in this area. She shares well-written policies and procedures with parents, which are reviewed and updated regularly and are effective in practice. All aspects of the premises both indoors and outdoors are subject to thorough risk assessments. The childminder has successfully identified and minimised all hazards, which ensures children are able to learn in a safe, secure and supportive environment.

The childminder monitors children's learning well and has a strong knowledge of how children learn and develop. Therefore, children flourish and make good individual progress towards all the early learning goals. The childminder demonstrates a strong commitment to continually improve both her own skills and the quality of the setting. She has completed training in areas, such as, health and safety and fire safety and successfully identifies the strengths of her setting and areas for future improvement. For example, she has plans to work with the local school to develop her knowledge and understanding, especially in the area of monitoring children's learning.

The childminder establishes strong bonds with parents and actively seeks their views and opinions with regards to her practice and the individual needs of their children. Parents demonstrate complete satisfaction with the service provided. They comment on the effective ways the childminder promotes children's physical skills and health, such as regular visits to the park. They also comment on how well children settle and how much they enjoy their time with the childminder. The views of children are also gathered and valued by the childminder. Children record their views on questionnaires and state that they enjoy conker games played at the park and like inventing new ways of walking and playing outdoors. However, information about children's overall learning is not fully shared with other providers, such as pre-school teachers, when children attend more than one setting. Therefore, the childminder does not have a complete picture of children's individual learning needs.

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	EY305198
Local authority	Staffordshire
Inspection number	820296
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	08/01/2009
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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