

Inspection date

17/12/2013

Previous inspection date

07/10/2011

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

- The childminder supports children's emotional well-being effectively. She has very warm relationships with children and has clear and effective transition procedures to help them settle in to the setting and other settings they move on to. This helps children to feel secure.
- The childminder has a comprehensive understanding of safeguarding procedures and fully understands the referral process to help ensure children are protected from harm.
- Relationships with parents are strong and the childminder ensures they are fully involved in their child's learning. This means that learning is complemented between the home and the setting to support children's progress.

It is not yet good because

- Teaching requires improvement because the system for monitoring children's progress is not fully effective. As a result, some activities are not sufficiently challenging.
- On some occasions the childminder does not encourage children to think how they can solve problems they encounter. Consequently, children's language and opportunities to test out their own ideas are not fully extended.
- The childminder does not use a wider range of tools to evaluate what she offers to ensure there are clear and timely targets for improvement in order to fully promote children's 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 took account of the views of parents and carers from information and feedback included in parents' questionnaires.
- The inspector viewed all areas used by children and observed activities taking place in the kitchen.
- The inspector spoke with the childminder and discussed safeguarding procedures in detail and how the care and learning of children is promoted.
- The inspector looked at a selection of policies and procedures, children's learning records, training and qualification certificates and a range of other documentation.

Inspector

Val Thomas

Full report

Information about the setting

The childminder was registered in 2004 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 18 and 15 years in a house in Audley, Newcastle-under-Lyme. The whole of the ground floor and the rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and nurseries.

There are currently six children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve the assessment process further by using the observations made to monitor all children's progress more accurately towards the early learning goals; this includes using the developmental stages and age bands to determine the correct level a child is at and using this information to monitor the progress children make from their starting points.

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

- extend children's language skills and opportunities to test out their own ideas by encouraging them to think and solve problems they encounter during activities
- develop the self-evaluation process by using other tools to assess how practice can be improved so that clear and relevant targets are identified and action is taken in a timely manner.

Inspection judgements

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

Teaching requires improvement in order to help children make good progress towards the early learning goals. The observation and assessment process is currently being developed. The childminder undertakes observations of children's learning and provides a written monthly summary to parents so that they can see what their child is achieving. She matches the information gathered against the early years foundation stage documents but does not use the developmental age bands effectively to monitor how children are progressing from their starting points. Therefore, she cannot accurately demonstrate if children are progressing well towards the early learning goals and ensure that all activities are sufficiently challenging. She has introduced the 'progress check at age two' and has implemented this for two of the children. This helps to ensure that parents are kept informed of their child's development. The childminder uses a daily diary for every child and this also records activities that their child is involved in on a daily basis. It records some of their achievements, such as when they count up to 20 and this enables parents to continue with the activities at home. The childminder actively promotes parents involvement in their child's learning. For example, she takes children to the library and then sends the books they have chosen home with them to share with their parents. This helps to ensure that learning is complemented in both the home and the setting.

The childminder provides a varied range of activities that cover the seven areas of learning. The home is welcoming and there is a suitable range of resources which are accessible for children to make choices. The childminder plans activities in accordance with children's interests and the next steps in their stage of development, however, these sometimes have insufficient challenge to fully extend children's learning. For example, during a baking activity the childminder does not encourage children to think how they can solve problems, such as how to stop the pastry from sticking to the rolling pin or how to lift the rolled pastry off the cloth. At other times, she uses open-ended questions to encourage children to talk about what they have done at the nursery in the morning. As a result, they confidently explain that they have had a Christmas party and that Santa has been to visit them. The childminder uses stories and rhymes that children enjoy to extend their vocabulary. She introduces new words, such as 'squashy' and gives instructions for children to follow when rolling out the dough, such as 'to the left and right'. In order to prepare children for school she encourages them to recognise their names and to write recognisable letters of the alphabet. The childminder teaches them to recognise and count numbers and places high importance on developing their independence.

The childminder acts as a positive role model during activities showing children how to use the different tools for baking. She encourages them to use the weighing scales, pressing the number to zero so that they can start to weigh the sugar and butter. Children recognise the number 200 following guidance from the childminder and they confidently measure the spoonfuls of sugar into the container. They confidently tell the childminder the shapes they are making and that their favourite one is the heart shape. Children's understanding of technology is developed appropriately as they use the microwave, with guidance from the childminder, to help melt the butter so that it will mix better. There are many examples of children's art work displayed and in the child's folder. Children say that they like to paint when they are at the childminders and their pictures show that they use their fingers and hands to make prints and have used straws to make bubbles in the paint. The childminder provides a varied range of sensory play so that children develop their understanding of texture, such as, jelly, rice and dough. There are regular outings planned

and these help to develop children's understanding of the world. For instance, they go to a nearby farm to feed the sheep and to a local nature reserve.

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

The childminder knows the children well and she has very warm relationships with them. The settling-in process is effective and helps children to settle quickly. Parents are encouraged to stay with their children at the initial visits until they are ready to be left. The process normally lasts a month but this is flexible, in line with parents' wishes. Consequently, children are confident and feel secure in the care of the childminder. All relevant details are obtained from parents to ensure that children's welfare is promoted to a high level. For example, the childminder has consent to take children on outings, to be transported in a vehicle and to apply sun cream if needed. Daily discussion and the use of the diaries ensure parents are kept up-to-date on how their child has been at the setting; ensuring children's needs are met effectively. Transitions to other settings are managed very well. The childminder talks to children and reads stories about going to nursery and school and encourages them to go into the nursery building by themselves in the last few months so that they are prepared for the routine when they go to school. This ensures that children are emotionally well-prepared.

Children's independence is very much promoted by the childminder. They go to the bathroom by themselves and are encouraged to wash their own hands after using the toilet. When they come home from nursery they manage to change their own clothes with the childminder ready to support them if needed. Resources are stored in accessible open boxes in the play room and this encourages them to make their own choices. Additional ones are stored in the garage and the childminder encourages children to choose what they want to play with on a daily basis. Children's personal, social and emotional development is promoted effectively. Children are encouraged to play together and to say sorry if they have hurt anyone. Praise is used very well to raise children's self-esteem. For example, the childminder tells children 'well done' and 'excellent' when they are rolling and cutting out the shapes for the Christmas biscuits. This ensures children are motivated and keen to continue with the activity.

The childminder plays an important part in helping children to adopt healthy lifestyles. Meals and snacks provided are healthy and nutritious. She regularly takes children to an allotment to pick the strawberries and encourages them to grow vegetables, such as, carrots and beans to further develop their understanding. The clear hygiene routines implemented mean that children know when they need to wash their hands so that their health is continually promoted. There are many and varied opportunities for children to develop their physical skills. The regular outings and daily walk to the local nursery and school mean that children have fresh air and exercise on a daily basis. They are taken to a local activity centre and to the nearby park often and there is a wide range of equipment for children to use in the garden. The safety of children is promoted well. Children are told to be careful when climbing onto the chair to sit at the kitchen table and children are made aware of road safety on a daily basis when they are out for walks. This helps

children to take responsibility for keeping themselves safe.

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

Safeguarding procedures are fully understood by the childminder and she has a clear knowledge of the signs and symptoms that may indicate child abuse. She has a written policy in place which has the contact details for the relevant agencies and she is clear in her role for reporting any concerns. This helps to ensure children are protected from harm. The home is safe and secure, with locks provided on the gates outside and all doors are kept locked. Risk assessments are completed for the home and for outings and the childminder has taken appropriate precautions to ensure safety in the kitchen. For example, cleaning materials and sharp utensils are stored in a high cupboard out of the reach of children. All persons over 16 years in the house have suitability checks in place and the childminder is aware to notify Ofsted when her own children reach 16 years. This ensures children are kept safe. Samples of records were viewed at inspection, such as accident and attendance records and these indicate that they are appropriately maintained to promote the welfare of children. The childminder has recently renewed her first-aid certificate in order to ensure that children's well-being is promoted in the event of a medical emergency.

The childminder has attended training for safeguarding and food safety to ensure that she is kept up-to-date of any changes. She has also attended training on self-evaluation but has not yet used the knowledge gained to focus how she evaluates her practices so that they continue to improve. She takes some steps to evaluate her provision through gathering parents' views in the form of questionnaires and feedback from the 'progress check at age two'. In addition, she has support from a local authority advisor, which helps to ensure that documentation meets the requirements of the Early Years Foundation Stage. The childminder is aware that the observation and assessment process implemented is not rigorous enough, but has not taken sufficient and timely action to address this and ensure that children's learning is monitored effectively. She has not used other tools to help her to identify where other improvements are needed to fully promote their learning and progress.

Strong relationships with parents ensure that they are informed about how their child will be cared for and the learning that takes place. Parent's comments viewed show that they are very happy with the care. The comments include that the childminder 'provides a safe, welcoming, stimulating and fun environment', 'children are extremely happy' and that the childminder is 'caring and has a professional attitude'. The childminder works well in partnership with staff from other settings that children attend. She discusses with them what the children's targets are and then plans appropriate activities to further support their learning, for example, encouraging children to write their own name. This helps to ensure children's learning and development is complemented in both settings.

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	EY280927
Local authority	Staffordshire
Inspection number	819976
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	07/10/2011
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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