

Inspection date	02/12/2013
Previous inspection date	18/04/2013

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

- Children develop very caring relationships with the childminder and her assistant, benefiting from the homely environment, as they develop their emotional security.
- The childminder's teaching skills are very effective in harnessing everyday activities and experiences as learning opportunities, promoting the good progress each child makes in all areas of learning.
- The childminder shows a strong commitment to continuous improvement as she strives to meet the requirements of the Early Years Foundation Stage and reflect on the impact her practice has on children's outcomes.
- Children's imagination is encouraged as the childminder skilfully weaves excitement and surprise into their play, prompting their thinking skills and valuing their ideas and opinions.

It is not yet outstanding because

- There is scope to extend younger children's sensory and physical interaction in messy play, such as gloop and play dough, as they start to notice how they make different marks to further develop their early literacy skills.

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 the childminder and her assistant engaged in a range of indoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector checked a range of records and documentation including suitability and training, children's information and developmental records and the childminder's policies and procedures.
- The inspector carried out a safety check on the premises.
- The inspector took account of the views and comments from parents in children's development records and testimonials and from questionnaires requested by the childminder.

Inspector

Patricia Webb

Full report

Information about the setting

The childminder was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and eight-year-old child in Burntwood in Staffordshire. She works, at times, with an assistant. The whole of the ground floor is used for childminding, with toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play. The family has some fish in a tank indoors. 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 pre-schools.

There are currently 10 children on roll, of whom six 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. She is a member of the Professional Association for Childcare and Early Years and holds an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's early literacy skills further by extending their sensory experiences, such as cornflour gloop, as they develop their physical co-ordination and start to notice the different marks they make.

Inspection judgements

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

Children continue to make good progress in their learning and development in the care of this enthusiastic and well-organised childminder. Working with her assistant, she offers children a home from home environment where every event, experience and daily routine are used to great effect as learning opportunities. This ensures that each child is supported very positively in working towards reaching their full potential with the childminder.

A simple daily walk to and from the school is a wonderful experience for the children as they spot the birds' nests in the trees and notice the various numbers on the doors of houses. They compare the differences in the leaves on a cold icy day when they 'scrunch' and when the leaves are 'soggy' on a wet day. Children walk along with rising anticipation, fuelled by the childminder's own imagination, as they approach a nearby tree which is home to the 'fairies'. Children knock on the gap in the bark which they believe is the door and consider why there is no answer. The childminder suggests the fairies may be asleep and a child answers that they may be tired having been out all night 'collecting teeth'.

Giggles ensue as children consider this.

Children learn to make choices for themselves in their play as the childminder offers low level storage and see-through boxes for the resources. Delving into a box of small world characters, children search for their favourite figures. The childminder encourages critical thinking and problem solving from an early age as for instance, she asks a child to find a particular figure. She places the item near to the top of the pile and describes the figure to the child who takes a few minutes to locate it. There is great celebration as the child holds the figure aloft triumphantly, beaming with success. The childminder is very aware of how such 'teaching' motivates and challenges children as they investigate and explore in order to experience success. Developing such firm characteristics of effective learning prepares children well for the next steps in their education particularly as they become independent and inquisitive, ready for the move to full time school.

The childminder has developed effective partnerships with parents as together they support children's learning at home as well as with the childminder. She assesses children's progress with careful observation and accurate tracking. She involves her assistant and the parents fully in discussing any areas where children may require additional support or further challenge to extend their attainment. The childminder is not currently caring for any children with special educational needs/or disabilities, or children with English as an additional language. She is very aware of using a range of strategies to promote effective communication and would seek key words in children's home languages in order to support their settling in process. She is also very aware of working with other professionals who may be involved in a child's specific learning and development where this may be necessary.

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

Children develop very caring and close relationships with the childminder and her assistant. Children settle with ease on the settee together with the adults and relax as they have stories and songs together. A favourite monkey comfort toy is cuddled and the childminder knows how important such items are to children as they become familiar with new faces and new routines. She works closely with parents obtaining in-depth information about each child's specific needs and reviews these frequently as children reach their progressive developmental milestones. She also supports parents in coping with some phases of children's behaviour such as tantrums, reassuring them of a consistent approach during the short lived concern. Parents express their appreciation of such support through questionnaires and comments. They also deeply appreciate the flexibility of the childminder in enabling them as parents to organise their work and childcare arrangements effectively.

Children's behaviour is promoted well as the childminder offers praise and acknowledgement of their efforts as well as their achievements. This motivates children in trying new ideas and testing out their skills, such as when in the park on the larger static play equipment. Such motivation also contributes to children repairing for their move to school and other settings as they develop their confidence.

Children's health is promoted effectively as they develop an awareness of healthy eating. The childminder offers a running verbal commentary as she prepares their meals and snacks, working flexibly with parents if they wish to provide their children's own meals. Older children know about eating their treats after their main foods and help themselves to their drinks throughout the day. This helps children to moderate their own food intake and recognise when they are thirsty. Their health is further promoted by the childminder's diligence in reinforcing personal hygiene routines and ensuring that children have all the necessary requisites to develop independence in this. Minor accidents, injuries and the administration of any medication are managed efficiently and any such incidents are shared with parents who sign the written records to indicate they have been fully informed. The childminder maintains her home very well ensuring that children have a safe and clean environment in which to develop their self-chosen activity. Resources are presented very well and daily checks and risk assessments are conducted to identify and remove or address any potential hazards to children, keeping them safe both on and off the premises. Children are also learning to keep themselves safe as they tidy away toys before getting out more, learn about road safety when out and about and participate in regular fire drills.

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

The childminder takes her role and responsibilities as a registered childminder very seriously. She is very organised and maintains all of the required documentation and information from parents in order to meet each child's needs and further their welfare, learning and development. Together with her assistant, children experience a home from home environment where they are settled, comforted and supported in developing in all areas of their learning and development. The childminder assesses each child individually, recognising their unique characters, varying needs and backgrounds, as she harnesses their interests and imagination very well.

Parents are fully assured of the childminder's commitment to safeguarding their children's welfare. All adults in the household have undergone the required vetting checks and the childminder maintains a record of any visitors to the setting, checking identification before entry. She has attended child protection training, updating this regularly to keep abreast of any changes to the procedures for reporting any concerns she may have about a child in her care. Parents are fully informed of this aspect through the comprehensive policies and procedures provided by the childminder. She is also acutely aware of the need to maintain confidentiality, mindful of sharing information only with relevant professionals, as deemed necessary, to meet a child's individual needs. All records and documentation are securely stored.

The childminder demonstrates a clear commitment to on-going improvement. She has already implemented the recommendations set at her previous inspection and is evaluating the impact the new strategies are having on enhancing children's awareness of time and non-verbal communication. She seeks the views and opinions of the parents and

carers regularly through questionnaires and from day to day discussions, adjusting individual children's needs and support where necessary. This ensures that parents wishes are known and acknowledged in order to meet children's needs effectively. It also emphasises the partnership that is essential between the childminder and the family in order to promote consistency of learning and welfare and the child's overall enjoyment of being with the childminder. Together with the families, children gain the necessary skills, knowledge and confidence to support them as they move on in their early education, particularly the big steps to full time school.

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	EY333446
Local authority	Staffordshire
Inspection number	942612
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18/04/2013
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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