

Inspection date	13/01/2014
Previous inspection date	24/02/2011

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 addressed points raised in the last inspection and promotes children's safety well. Parents are kept informed of safety practices and plans for emergency medical care. This means children are kept safe at all times and they feel happy and secure in the childminder's care.
- Children enjoy the welcoming environment and develop strong bonds with the childminder. This supports their well-being and emotional needs effectively and encourages children to try new learning experiences.
- The childminder is skilled at identifying the needs of children. She knows the children well and plans care routines and activities that benefit the children. As a result, children's needs are well met and they make good progress in their learning and development.

It is not yet outstanding because

- Although care routines are organised and well practiced, there is scope to develop further children's understanding of health and hygiene practices.

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 looked at a range of children's learning files.
- The inspector looked at the written views of parents about the provision.
- The inspector observed a variety of activities and care routines.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Vicky Orlando

Full report

Information about the setting

The childminder was registered in 2010 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged eight and 11 years in Clayton, Newcastle-under-Lyme. The downstairs of the house is registered for childminding with enclosed outdoor areas to the back and the side of the property available for active play. The family have two pet cats. She currently has five children on roll. She regularly takes children to and from school as well as visiting toddler groups with them. The childminder also runs a local toddler group that children accompany her to on one day each week. The childminder is a member of the 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:

- support children's understanding further of the importance of hygiene practices within care routines.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements. She is skilled at planning for individual children's learning and is sensitive to their needs. Children make good progress because she takes great care to learn about the children in her care and reacts immediately to the needs children have. She gains information from parents on entry, as well as making regular observations and getting to know children's likes and dislikes. As a consequence, children's needs are met effectively and promptly. Parents are invited to look at children's learning files and they comment to the childminder how much they enjoy looking at the photographs and reading about the skills their children are learning. The childminder fills in a daily diary that goes home with children each day so that they can comment on achievements made or they can make requests or comments about any needs or information about the child. Parents are actively involved in their children's day-to-day learning and care as a result of this effective and ongoing communication. Activities provided are varied. The children are engaged and motivated in their play. They enjoy counting bricks and building 'rockets'. They enjoy the home corner, which is a well-resourced kitchen corner with a wide variety of pretend fruit and vegetables. The children enjoy pointing at the pretend fruit when they are eating their snack of a variety of fruits. Children's knowledge and understanding links well to their experiences and the childminder uses opportunities to ask some skilful questions. The childminder is able to re-shape activities to encourage new concepts and introduce new words. Children enjoy playing with small, toy animals. The childminder asks questions, which introduces a new enthusiasm to activities and encourages children to try new things

in their play. This means that children are starting to develop critical thinking and new ways of playing with the resources. Younger children benefit by learning new words and enjoy copying older children. Positive role models and behaviour is reinforced and children develop respect and tolerance for each other.

The childminder has systems in place to track children's progress across the areas of learning, which form the child's development record. She demonstrates awareness of what children need to develop further and this is included in their files as 'next steps'. The quality of teaching is good. The childminder interacts well with the children and she asks them questions about what they are doing but she also asks questions that encourage the children to think and offers challenge. She is skilled at allowing children time to think through concepts and new ideas. A younger child counts beyond seven for the first time as she is counting with an older child and the childminder encourages all children to have a go. The childminder consolidates and extends this new skill by promptly showing the children flashcards that again encourages the younger child to develop counting skills. Children's independence is fostered well. Children help themselves to resources or make requests. The childminder uses discussion and asks interesting questions during activities that encourage the children to think for themselves. As a result, children develop good language skills. They take delight in learning the name of a baby kangaroo and repeat the word 'Joey' in their play.

The childminder listens perceptively to the children and promptly meets their needs or requests for a drink or a new activity. She thoroughly enjoys watching the children play together and is skilled at knowing when to intervene in children's play. Children are developing characteristics of effective and active learning. Language is modelled well and older children are encouraged to use phonic sounds, which is valuable preparation in the transition to school when the time comes. Children at this provision have access to a variety of experiences. They attend toddler groups during most days of the week, one of which the childminder helps to run with another childminder. The children have access to exciting outdoor adventures, such as, bare foot walks at a nearby children's park. Physical skills are developed using a variety of resources in the childminders garden and also during their toddler sessions and weekly visits to the children's nature play park. Children's files are full of photographs of them exploring and trying new activities that benefit their learning and development.

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

The childminder forms strong bonds with the children in her care. She is sensitive to the needs of the children and their parents. Written reviews from parents all indicate that they value the information they receive about their child's 'wow moments' in the form of texts, as well as regular written information. Parents feel reassured by the use of text, particularly those who describe how anxious they were at leaving their child initially. Young children go to the childminder for cuddles when feeling tired. They like to try new things in their play but like to know she is nearby. Children feel safe and secure at this provision and their emotional needs are met effectively. Children form attachments to others that attend and there is tolerance and respect for each other. Older children are

patient and considerate and help younger ones. The childminder offers gentle reminders, such as, 'We must not throw our toys' when a younger child knocks over another child's tower. Positive behaviour is reinforced and encouraged and they are also gaining an understanding of risk and consequences through exploring the environment.

The main room used for childminding is well organised with clear printed labels to indicate resources. Print is used effectively across activities. The children enjoy choosing flashcards with the names of nursery rhymes and songs on. Children develop literacy skills through a range of activities and they see that print carries meaning. Visuals of inclusive practice are displayed. The children are learning about Chinese New Year. The childminder demonstrates a good understanding of how she would meet the needs of children who speak little or no English as a second language. Resources are varied and children maintain interest in the activities they choose.

Health and hygiene practices are well embedded and children are familiar with them. Children know to wash their hands before snacks and lunch. Light snacks, such as, an interesting variety of chopped and sliced fruit are provided for children. Parents provide children with lunch so that the childminder can dedicate her time to the children while they eat and she supervises them. They enjoy walking through to the kitchen area and sitting at 'their' table. Healthy snacks and meals are provided. However, there is scope to develop children's understanding further by initiating discussions and asking questions about health and hygiene routines. This will support their knowledge of why it is important to have a healthy lifestyle and also underpin knowledge of why it is necessary and important to wash hands before eating. The childminder has successfully met the strict dietary needs of children through gaining information from parents and researching information that would benefit the child. She cooks and provides a range of healthy, nutritious and interesting meals that are enjoyed by the children. As a consequence, she is able to re-introduce an enjoyment of food and mealtimes for children, promoting their health and well-being.

The childminder carefully plans for children's transitions, for example, to school. She has made links with the local school and talks about the school to the children when she drops off and picks up older children on a daily basis. Children are excited about their eventual move to school. Visits are arranged and information about children's learning is passed onto children's new teachers. Children in her care visit toddler groups during the week where they have opportunities to develop social skills and explore a variety of learning opportunities. This enhances children's confidence and further prepares them for the transition to school.

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

Children's safety and well-being is promoted well through the childminder's clear understanding of safeguarding policies and procedures. She has a clear understanding of the signs and symptoms of abuse and knows how to inform Ofsted of any significant events. Children's safety is regarded as high priority. The childminder keeps a well-

documented fire drill procedure that children in her care are familiar with. As a consequence, children gain a good understanding of how to keep safe. The childminder's home is well organised and maintained to ensure their safety. Daily checks and risk assessments are implemented prior to children's arrival, both indoors and outdoors.

The childminder has a network of support through meeting with other childminders. They share good practice by discussing activities and learning outcomes. They visit each others settings in order to give each other feedback and improve their own practice. The childminder is currently working towards a qualification at level 3 and she values the opportunity to link her practice to theory and improve even further her understanding of early years education and development. The childminder is able to demonstrate how she would work alongside other professionals in order to meet children's needs. She has completed a training course about autism and is willing to care for children with any special educational needs and/or disabilities. The childminders experience of running a toddler group means that she has experience of children with a range of needs and abilities.

The childminder is enthusiastic and committed to improving the overall quality of care she provides. She has successfully addressed issues raised in the previous inspection and has a drive to continue to learn and develop her practice so that children make even better progress in their learning and development. Ongoing training has a positive impact on her care and on children's progress. There are written improvement plans that are ongoing that help the childminder to evaluate and further improve practice.

The childminder has good relationships with parents, which supports children's learning effectively. They fill in 'all about me' and 'what I like' sheets on entry and complete a written review of the provision that the childminder keeps in a file and uses to help her develop improvement plans. All reviews seen speak very highly about the provision. Parents value the close relationships she has with the children and her sensitivity towards anxious parent's on leaving their child for the first time. The childminder is adept to intervening to ensure children receive the support they require.

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	EY415327
Local authority	Staffordshire
Inspection number	875558
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24/02/2011
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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