

Inspection date

Previous inspection date

09/01/2014

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

- Babies and children are happy and secure. They enjoy positive relationships with each other and the kind, caring childminder in inviting surroundings.
- The childminder ably promotes babies' and children's effective learning and good progress. She plans and organises rewarding activities which capture their interest and fosters their purposeful learning, good communication, exploration and creative thinking.
- The childminder is highly motivated and successful in the way she develops her own knowledge and skills and ensures children and families access a high quality childminding service that fully reflects their needs.

It is not yet outstanding because

- There is scope for the childminder to enhance children's already good progress by embedding more rigorous monitoring of their development and by consistently incorporating their identified next steps into future planning.

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 conservatory, lounge/dining room and kitchen.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and training of the childminder.
- The inspector looked at and discussed the childminder's improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers, including information from the childminder's recent parent survey.

Inspector

Rachel Wyatt

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 one child aged 19 months in a house in the village of Eckington near Pershore, Worcestershire. The whole of the premises and an enclosed rear garden are used for childminding. The family has some tropical fish.

There are currently 10 children on roll, of whom; three are in the early years age group. Children attend for a variety of sessions and eight are school-age children who attend before and after school. The childminder operates all year round from 7.30am to 6pm Monday to Friday, except for family holidays. She is able to offer overnight care.

The childminder takes children to local toddler activities, including a childminder group at a nearby children's centre and on regular walks and visits to nearby parks. The childminder is able to take children to and collect them from a local school. She 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:

- enhance children's already good progress by embedding more rigorous monitoring of their development and by consistently incorporating their identified next steps in the planning of future activities.

Inspection judgements

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

Babies and children enjoy learning and progress well. The childminder has a good understanding of how children learn and prepares them well for the next stage in their learning, including going to school. She plans and organises rewarding activities and stimulating resources. These promote babies' and children's active involvement, concentration and exploration and encourage their problem solving and creative thinking. The childminder has organised a wealth of interesting books, toys and resources. She uses these well to support children's learning, including making sure they can easily see and help themselves to books, toys and games to support their child-led independent learning. The childminder takes an active role in babies' and children's learning. She interacts well with them, ably promoting and extending their understanding, skills and communication. The childminder role models how to use toys and equipment and chats easily to children. As a result, babies and toddlers, for example, become increasingly confident about using

gestures and then words to express themselves and to respond to her. The childminder also consistently reflects children's interests and suggestions, for instance from their 'wish list', in her planning and organisation of activities and resources so they are eager to take part and want to do well.

The childminder's effective interactions with children and good quality teaching are underpinned by her increasingly thorough assessment and planning for each child. Her regular observations and good information sharing with parents and other providers, including the school, enable the childminder to have a good understanding of each child's abilities and development at any given time. She successfully complements the learning of school children who are in reception by reflecting their developmental needs and interests in fun activities after school. These activities continue to challenge children's thinking and provide them with worthwhile opportunities to be creative and to express themselves through their artwork, writing and discussions. For example, children relish using interesting books and resources as part of rewarding activities focussing on different aspects of their family, cultural and linguistic backgrounds.

Babies and toddlers are also keen to learn. They enjoy choosing resources and show increasing concentration when playing alone or with the childminder. She ably encourages and prompts a baby who is experimenting with lift out puzzle pieces, so that the child is keen to experiment with other puzzles. At the same time she promotes safe play and sharing when another child enthusiastically joins in. Throughout the day the childminder confidently encourages babies' and children's thinking and problem solving using a good selection of puzzles and games and lots of practical opportunities to count and talk about shapes and colours during routines. The childminder plans plenty of sensory experiences to stimulate babies' and toddlers' exploration and discovery. For instance a baby is captivated by the texture of play foam, with the childminder quietly chatting to her and showing her how such soft material can be made into shapes.

The childminder has a sound understanding of younger children's starting points and next steps and she regularly refers to developmental guidelines in order to check children's progress in each area of learning. However, she recognises there is scope for her to plan more precisely for young children's learning priorities in order to more clearly show how these are followed up in future activities. In other respects, in her practice and teaching, the childminder confidently helps children to build on their skills and move onto the next stage. For instance, a young child pulls herself up to standing using low-level furniture for support. The childminder provides a selection of sturdy toys which she can clamber on in order to develop her balance or hold on to in order to start moving forward. The childminder is particularly skilled and enthusiastic about fostering babies' and toddlers' growing communication skills, always chatting to them and carefully reinforcing their emerging vocabulary.

Parents and carers are fully involved in and well-informed about their children's learning and development. The childminder encourages parents to tell her about their children's abilities and interests, for instance, when they first start which helps her to settle and plan for new children's needs. She consistently works with parents to promote different aspects of children's behaviour and development, such as their communication skills, when a child's family speaks other languages as well as English. All parents appreciate the

childminder's detailed daily feedback about their child's activities and achievements. Parents of younger children also have a detailed written account of their child's routines, activities and experiences and the childminder consistently encourages them to tell her about their child's learning and activities at home.

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

Babies and children are contented and thrive. The childminder is kind and very approachable. She creates a most inviting, child-friendly environment where all children soon settle and form close attachments with her. The childminder is very keen to reflect babies' and children's interests and suggestions in her provision and to follow parents' wishes about their child's routines and needs. She gets to know babies and children quickly and also readily caters for their specific care, health or dietary needs. As a result, babies and children soon develop a strong sense of belonging and parents are confident about the quality of the childminder's provision for their children's care, health and welfare.

The childminder ably promotes children's social and emotional well-being in preparation for their future learning, including going to school. She creates positive opportunities for children to play and socialise in mixed age groups at her setting and also to meet other children, for instance, at toddler groups. As a result, they become used to learning in larger groups and in different situations. Babies and children behave well. The childminder explains things clearly so they know what is happening next and what is expected of them. She fosters their positive relationships, encouraging their sharing and cooperation as they play together. During activities and routines the childminder encourages children's good manners and interactions. Through her discussions and different activities she helps children to be confident about making decisions and choices. In particular, the childminder successfully uses activities, displays, books and toys to help children appreciate and be tolerant of others' feelings, differing abilities and varying linguistic and cultural backgrounds.

The childminder ably promotes children's good health. She works closely with parents to ensure children's dietary needs and allergies are well managed. This includes providing information for parents to pass on to other health professionals working with their children. The childminder helps parents with weaning and in encouraging children to eat a varied diet. Babies and children thoroughly enjoy her delicious and nutritious snacks and home-cooked meals. As part of this, children have been pleased to contribute to an ongoing survey about the foods they like or dislike. The childminder has used their suggestions to adapt and improve her menus and to foster their appreciation of different tastes and of food from around the world. She involves children in growing and harvesting vegetables and in preparing meals, much to the delight of a young child who wants to be a chef. Parents ask for the childminder's recipes. The childminder also supports children's awareness of good hygiene from an early age so that, for instance, babies and toddlers wash their hands after nappy changes. She helps them to become independent in managing going to the toilet, dressing and eating so children confidently manage their self-care by the time they go to school. Babies and children enjoy being physically active

and have regular opportunities for outdoor activities at the childminder's home or elsewhere. For example, she takes them on local walks and visits to nearby parks where they can use more challenging physical play equipment.

The childminder recognises her role to minimise the risks to children, including protecting them from harm. She carefully monitors children's health and safety through her robust risk assessments and daily checks so they are looked after in safe, secure surroundings which are very comfortable and clean. Toys, equipment and child-height furniture are all good quality and well maintained. The childminder encourages children to play safely with toys, reminding them about sharing, taking turns and discussing the reasons for not throwing toys. She involves children of all ages in discussions and practises about different aspects of safety. This includes teaching children about road safety and involving them in regular emergency evacuation drills.

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

The childminder has made a good start to her childminding. She demonstrates real commitment to providing children and families with a high quality provision that reflects their needs. Since registration the childminder has been very successful and effective in the way she has driven improvement, developed her own knowledge and good practice and embedded increasingly robust procedures. She has confidently identified priorities for improvement in response to her own evaluations, information from courses and her own research and feedback from children, parents and early years professionals. For example, children are delighted that their ideas influence the choice of meals, activities, toys and resources provided by the childminder. Parents are encouraged to give feedback on a daily basis and all have been asked to contribute to the childminder's current parents' survey. Their initial responses show they and their children are very satisfied with the childminder's provision, describing her as 'amazing'. Parents highlight that their children are very happy to be with her and are often reluctant to go home. Parents feel fully informed by the childminder about their children's care, learning and development.

The childminder confidently identifies priorities for improvement while also welcoming and readily responding to the advice and guidance of her local authority early years improvement adviser. Their shared effective action planning has really helped the childminder to develop her knowledge, for example, about safeguarding and to embed robust child protection, health and safety procedures. Currently, the childminder is working on strengthening aspects of her teaching and her monitoring of children's progress. She has already recognised there is scope for her to more rigorously track children's progress and to plan more precisely for their next steps. As a result, the childminder, with her early years colleague's help, has recently introduced more robust systems to help her do this. The childminder's commitment to her own personal development also benefits children, has helped her to develop the quality of her teaching and ensures she confidently manages all aspects of her role. She enjoys carrying out her own research and reading, has attended and is booked on further training and is aiming to gain accreditation in order to provide early education funded places.

The childminder's positive relationships with parents, the local school and another provider all contribute to her effectiveness in meeting each child's needs. She welcomes and values parents' views about their children's care, learning and development and they work effectively together to promote children's good health, well-being and different aspects of their development. The childminder's good information sharing with parents and regular contact with the school and another childminder enable her to effectively complement the learning of children who attend more than one setting. She is also ensuring consistency in the way she and others promote their development, good health and welfare.

Since registration the childminder has successfully consolidated her knowledge and understanding of safeguarding. She has attended further training, reviewed and developed her procedures and made sure she fully understands local safeguarding guidance and procedures. As a result, the childminder confidently monitors children's welfare and well-being. She clearly understands her responsibility to take prompt appropriate action if she has any concerns about a child's welfare. In addition, the childminder ensures parents are fully aware of how she operates. For example, as part of her welcome pack given to parents when their child starts, the childminder includes her policies, such as, those relating to child protection, her management and use of mobile phones and cameras and her complaints procedures. The childminder also explains to parents about her registration and training and so they know how her and her husband's suitability has been checked. Her record keeping is accurate and thorough, ensuring the childminder has all required information about children and families and clear agreements with parents.

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	EY463006
Local authority	Worcestershire
Inspection number	928113
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	10
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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