

## Inspection date

Previous inspection date

14/01/2014

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

- The childminder has good teaching skills and a good understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning.
- The childminder creates a warm and welcoming environment. As a result, children are content and comfortable, displaying a strong sense of belonging and forming positive relationships with their peers and the childminder.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively.
- The childminder has a clear knowledge of child protection issues, taking her responsibilities seriously and being prepared to act in the best interests of children at all times. Therefore, children are protected from harm and are safeguarded.

### It is not yet outstanding because

- Opportunities for children to extend their learning through sand and water play and the use of technological toys are not fully embraced.

## 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 playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.
- The inspector checked evidence of the childminder's suitability and qualifications and viewed the childminder's self-evaluation and improvement plan.

## Inspector

Jasvinder Kaur

## 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 four years in a house in Perton, Staffordshire. The whole of the ground floor, one bedroom and a bathroom on the first floor of the property are used for childminding purposes. There is an enclosed garden available for outdoor play.

The childminder currently has three children on roll who are in the early years age range. She also offers care to children aged over five to 11 years. She takes and collects children from local schools and pre-schools and makes use of local facilities, such as, toddler groups, parks and shops.

The childminder is currently working towards an early years qualification at level 3. She operates all year round, from 7am to 6pm, Monday to Friday, with the exception of family holidays. She is a member of the Professional Association for Childcare and Early Education.

### What the setting needs to do to improve further

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

- extend and enhance opportunities for children to operate technology equipment and to regularly explore concepts and ideas through sand and water play.

## Inspection judgements

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

The childminder has established a good system to observe and assess children's play in order to plan activities which meet their identified next steps in learning. Children are provided with good play opportunities to help them make progress across all prime and specific areas of learning and development. This ensures that they are well prepared for school when the time comes. Planning of activities considers children's individual interests, preferences and ages so that children benefit from targeted support. Good organisation of available equipment and toys enables children to use their initiative and follow their natural curiosity as learners. The childminder has established a secure partnership with parents. She encourages them to share information about their child, both when they first attend and on a regular basis, so that children's individual needs are met effectively.

The childminder interacts well with children during their play, offering them choices of activities and listening to their requests. To encourage the development of communication

skills, the childminder asks open-ended questions, talks with children continually and encourages them to repeat words. Children also learn some words in Spanish. She provides opportunities to read, listen and visit their pre-school settings regularly to attend story and singing sessions. Children clearly enjoy choosing and singing their favourite songs and respond well with actions and vocalisation. They practise their writing skills in a variety of ways, using pencils, crayons, chalks and paintbrushes. Good opportunities are provided for all children to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. For example, children learn 'A' starts the word Apple and 'B' for Balloon.

To supplement children's numeracy skills, the childminder provides a wide range of opportunities for matching numbers, comparing size and counting. During play, the childminder skilfully uses every opportunity to support children's mathematical skills, such as counting pieces of fruit, birds in the garden or steps. Children take pride in counting the steps, representing the numbers on their fingers. They take part in imaginary play, as they pretend to take their baby shopping in a pushchair. A good variety of colouring materials and a selection of resources are supplied to help children develop their creative skills, including making a shaker with empty bottles and lentils or pasta. However, opportunities to use their skills and explore concepts and ideas through sand and water play are offered less frequently. There is also scope to increase opportunities for children to operate technological toys so that they fully extend their knowledge in this area. Nevertheless, during routine play inside and outside, children make good progress and develop the important skills they need for their future learning. Children's understanding of nature is enriched as they learn about animals and other creatures, as well as about people and family. The childminder provides good opportunities and a selection of material depicting positive images of diversity to help children understand and respect the values of others.

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

The childminder effectively fosters children's personal, social and emotional well-being through interesting opportunities. Consequently, they have established a secure bond with the childminder and seek comfort from her when needed. They enjoy their time in a secure and stimulating environment, as the childminder organises space and resources very well so that children can participate in activities independently. They clearly enjoy each other's company, take an active part in group play and learn together. Good settling-in procedures and secure partnerships with parents ensure that children who are new to the setting quickly become familiar with their new environment and feel safe and confident. Currently there are no children attending who are preparing to move on to other settings, although the childminder demonstrates a good knowledge of how to support them to ensure they experience a smooth transfer through such things as talking, teaching skills of self-reliance and providing relevant play opportunities.

The childminder provides a good range of both indoor and outdoor physical activities, which contributes to children developing a healthy lifestyle. Children regularly play at their local park and go for walks both in the local area and during the school run. They enjoy the active involvement of the childminder and have fun while taking part in ball games

and playing on the slide and swing. Toddlers show increasing control in holding objects and equipment and in using mark-making tools. The childminder encourages them to learn about personal hygiene through daily routines, such as washing hands before eating and after messy and outdoor play. Nourishing options are offered at snack and lunch times. They enjoy freshly cooked meals and yogurt in a social and relaxed atmosphere. The childminder supports children well to develop their self-care skills, for example, conveying that they are hungry or tired, feeding themselves and putting on their own shoes and coats before going out in the garden.

The childminder values children's individuality and praises their good behaviour. Her approach to the children is calm and affectionate. Consequently, they behave well and have good manners, demonstrating an understanding of the set boundaries and expectations within the home. Older children show care towards the younger children and give them priority when selecting the toys. They respond positively to guidance from the childminder and eagerly help her with small tasks, such as tidying up toys when they have finished playing with them. Children learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they are taught about road safety and are reminded as they play about the house rules which help to keep them safe.

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

The childminder demonstrates good knowledge and clear understanding of her responsibility to report any concerns to the Local Safeguarding Children Board. She has completed a relevant course on child protection to supplement her knowledge. Relevant policies and procedures mean that parents understand the duty of the childminder to protect children. The childminder conducts comprehensive risk assessments and takes action to manage or eliminate hazards in order to ensure children are safe indoors and out. All areas within the home are safe, the security of premises is well maintained and visitors are monitored effectively to promote children's safety.

The childminder monitors and evaluates her practice robustly, ensuring that improvements are made which promote children's welfare and learning. Her self-evaluation includes listening carefully to the views of children and their parents. The active involvement of parents is encouraged through regular feedback about their views and preferences. The childminder is proactive in improving her professional skills, attending various relevant courses and currently working towards a level 3 qualification in childcare. She also seeks support from her local childminding network group. Consequently, she has a secure knowledge of the educational programme and ensures a broad range of experiences are provided to help children progress towards the early learning goals. She completes regular and precise assessments of children and uses these effectively to plan age-appropriate and challenging activities. All required documentation has been updated and shared with parents to meet the children's needs.

To fully promote learning, the childminder actively encourages parents to share their children's achievements at home. She informs parents about the childminding service

through a number of means, including daily diaries. Parents can discuss their child's day informally and benefit from seeing and talking about their child's learning profiles regularly. They report that they are very happy with the care and education their children receive and that they enjoy spending time with the childminder. They regard the childminding environment as 'very welcoming' and the childminder as 'very friendly'. The childminder demonstrates a good knowledge of how to develop partnerships with other professionals, such as local school and nursery staff, in order fully to promote continuity and progression.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY464874       |
| <b>Local authority</b>             | Staffordshire  |
| <b>Inspection number</b>           | 928349         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 5              |
| <b>Number of children on roll</b>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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