

Inspection date	16/01/2014
Previous inspection date	07/01/2009

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 are fully engaged as they take part in a wide range of enjoyable activities that meet their developmental and learning needs. They particularly enjoy the freedom to access the well-resourced and stimulating outside area.
- Teaching is good because the childminder has a robust understanding of how to promote children's learning and provides a wide range of activities to help them build their skills. Consequently, they progress rapidly across all areas of learning.
- Partnerships with parents and other providers of childcare are extremely good. Information is regularly shared in relation to children's well-being and learning, which ensures that children are fully supported in their development.
- Children's safety is successfully prioritised. The childminder provides constant supervision and the use of thorough risk assessments protect children from accidental harm both while in the home and on outings.

It is not yet outstanding because

- Although adult-led activities help children to meet their next steps in learning, there is scope to enable children to progress even more swiftly by enhancing the planning, for example, by planning to use specific techniques, such as role modelling and focused questioning, to bring about optimal 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 observed activities in the lounge, dining room and outside area and checked all other areas used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and undertook a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications, looked at children's learning journey records, planning documentation, the childminder's self-evaluation and improvement plan and a selection of other documents.
- The inspector took account of the written views of parents and carers and reviewed information included in the setting's own parent survey.

Inspector

Jennie Lenton

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Trent Vale, Stoke-on-Trent with her husband and their two adult sons. The whole of the ground floor and the first floor bathroom is used for childminding. There is a garden to the rear of the property for outside play. There are currently six children on roll, four of whom are in the early years age group. Children attend for a variety of sessions. The childminder 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 further improve the quality of the early years provision the provider should:

- optimise children's learning during adult-led activities by developing the planning further so that a range of teaching skills are identified and employed to help children make even swifter progress, for example, planning how to role model and introduce more extensive vocabulary into an activity to aid the development of specific skills.

Inspection judgements

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

Children are extremely happy and content in the childminder's warm and welcoming home. They enjoy the freedom of selecting their favourite toys and resources and show high levels of confidence as they move from room to room. They particularly enjoy the stimulating and well-resourced outside area, where they have great fun threading items on the trellis, making marks on chalkboards and using the different sized plant pots to compare size and volume. They enjoy outside play in all weathers, pedalling their tricycles through puddles and exclaiming at the patterns they make. In good weather, picnics are enjoyed on the lawn and children have fun working together to make dens in between the trees. The childminder also teaches children about the natural world as they grow their own fruit and vegetables. They learn where food comes from and how to tend to plants as they grow strawberries and other produce, that they then harvest and enjoy at snack time. A wide range of activities are also enjoyed indoors. Creativity flourishes as children paint, draw and take part in numerous craft activities. Young children enjoy the feel of shaving foam on their hands, squishing and spreading it with enthusiasm. Literacy skills develop as they read stories and communication is encouraged during all activities as the childminder comes alongside children, talking to them about their activities and engaging them in conversation.

The childminder demonstrates good teaching skills and a clear understanding of how

children learn. She engages children with activities that are linked to their emerging needs and interests, providing opportunities that stimulate and interest them. Consequently, all children are making swift progress towards the early learning goals. However, there is scope for the childminder to optimise children's learning even further by enhancing the planning of adult-led activities. For example, although children enjoy an activity about farm animals and the sounds they make, the childminder's planning has not included an assessment of how to maximise learning through effective teaching. Consequently, she does not use role modelling or introduce new vocabulary to further extend their understanding so that learning is maximised during adult-led activities. The childminder observes children as they play and makes pertinent observations. She uses these to plan future activities and to identify their next steps in learning. She also reviews children's progress regularly. Her assessments are accurate and provide a clear picture of children's progress.

The childminder ensures that parents are fully involved in their child's development journey. They contribute to the initial assessment with information about what their children can do and are regularly invited to share their own observations of what their children have achieved. The childminder also provides regular reviews so that parents are kept informed as to how their children are progressing. Positive links with other provisions that children attend have also been forged. The childminder works in tandem with other settings, such as nurseries and pre-schools so that children's progress is shared and activities complement each other. She also has regular discussions with reception class teachers at the local school, sharing ideas about how to assist children in making a smooth transition when the time comes. Children regularly walk to and from the school and are, therefore, also familiar with the building and classrooms. This helps them to be emotionally ready for school when the time comes. Weekly visits to toddler groups provide children with the opportunity to mix with others and develop good interpersonal skills. Children learn to take turns and share as they use popular equipment. They develop their listening skills and gain confidence in speaking out as they take part in group activities. These opportunities help them develop key skills for their future learning.

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

Parents report that their children 'settle in very quickly'. This is because the childminder offers 'getting to know you' sessions where parents slowly build up the time they leave their children. The childminder uses these sessions to find out about their likes and dislikes and then ensures that favourite toys and activities are available. This helps them to quickly settle to play when they arrive and forget their anxiety at being left. They are shown genuine warmth and affection, with the childminder offering lots of cuddles and reassurance throughout the day and particularly at key times, such as nappy changing. She uses a soft tone, which helps children to relax while she effectively meets their care needs. This helps them to feel emotionally secure.

Children's behaviour is very good. They know the 'house rules' and play together harmoniously, making sure that younger children are included in group activities. Children comment that the childminder 'treats us all fairly' and is 'kind and helpful'.

The childminder also takes the time to find out about each child's individual personality

and character. She discusses any special requirements with parents to ensure that these are fully met to ensure the child's well-being. For example, she ensures that any allergies are fully understood so that children only take part in activities which are suitable. Children are also kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. A high level of supervision protects children from accidental harm. The childminder also teaches children to keep themselves safe. They know how to respond swiftly during a fire drill as these are practised and discussed. Similarly, they are reminded about road safety as they walk to and from the local school and park.

Children's good health is also well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with lots of time spent in the childminder's own spacious garden. Outings to local parks are also enjoyed, where children enjoy feeding the ducks and geese and playing on challenging equipment. Children bring packed lunches from home and the childminder ensures that these are appropriately stored and prepared. They tuck into snacks of fresh fruit and raisins and have constant access to drinks of milk or water.

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

The childminder's policies and procedures are all written to a high standard and include all relevant details. There is a comprehensive safeguarding policy in place and the childminder demonstrates a robust understanding of the signs and symptoms that may indicate abuse. She is aware of the agencies to work with, should concerns need to be passed on and protects children within her care by ensuring they are always supervised. The childminder and all adult members of the household hold current Disclosure and Barring Service checks to indicate their suitability to work with children. The childminder also has all required qualifications in place, including a current paediatric first aid certificate. She has also recently completed a qualification at level 2 in early years practice. Children benefit as new ideas and techniques are used to enhance their experiences.

The childminder is dedicated to providing high quality care and teaching to all children. She uses self-evaluation effectively, identifying areas of her practice that require improvement and considering ways to address any weaknesses. She is focussed on enhancing children's experiences and prioritises the areas that will make the most difference to them. For example, she has re-designed the outside area to provide a fantastic learning environment that children really enjoy. The childminder also takes account of the feedback provided by parents and children, as well as that provided by the local authority and Ofsted. She has completed the recommendations raised at the last inspection and has increased her understanding of data protection and complaints legislation to provide a professional service.

The childminder does not currently care for any children with special educational needs and/or disabilities. However, she is aware of the importance of working in partnership with parents and other professionals to ensure that any specific needs are promptly identified

and addressed. The childminder has effectively built positive relationships with parents and chats to them on a daily basis about their child's achievements and well-being. She ensures that parents are aware of how to make a complaint if they need to and shares key policies with them so that they are clear about the standards to which she works. Parents indicate that they 'could not be more pleased with the care' and comment that their children's development has been rapid since attending.

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	224587
Local authority	Stoke on Trent
Inspection number	866180
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	07/01/2009
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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