

Inspection date	24/01/2014
Previous inspection date	14/10/2008

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 show strong attachments to the childminder and are happy and confident in her care.
- Teaching is good because the childminder has a clear understanding of how to promote children's learning and provides a wide range of activities to help them build their skills. Consequently, they make rapid progress across all areas of learning.
- Children's safety is effectively prioritised. The childminder provides constant supervision and protects children from accidental harm through the use of specialised equipment, such as safety gates.
- Extremely positive partnerships with parents have been forged. Information is regularly shared in relation to children's well-being and learning, which ensures a consistent approach is taken.

It is not yet outstanding because

- There is room for the childminder to improve her understanding of legislation around dealing with complaints so that should any concerns regarding children's care be raised, they are efficiently dealt with.
- There is scope to take even more account of children's specific learning styles to promote more rapid development.

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 and checked all other areas used for childminding including the outside learning environment.
- 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 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Norton, Stoke-on-Trent with her partner and their adult daughter. The whole of the ground floor is used for childminding. There is a garden to the rear of the property for outside play.

There are currently three children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, 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:

- take more account of children's specific learning styles and use this to plan rich and varied learning experiences that promote even swifter development
- increase understanding of the legislation around dealing with complaints so that any concerns that are raised are dealt with efficiently.

Inspection judgements

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

Children are extremely happy and content. They display high levels of confidence as they make themselves at home in the warm and welcoming environment. They enjoy the freedom of selecting their favourite toys and resources from the designated playroom and confidently communicate with the childminder and each other as they play. Great fun is had as they play with the baby dolls, dressing them up and using cloths and other pieces of material to wrap them up warm and put them to bed. Their imagination flourishes as they play as the childminder gives them time and space to explore their own ideas and act out different games. Planned activities, such as regular visits to toddler groups, parks and indoor play centres are also on offer. This gives them plenty of opportunity to interact with other children, developing their social skills and learning to share and take turns. Basic writing skills are developed as children paint, draw and take part in numerous craft activities. They develop good control as they hold and use brushes and have lots of fun making hedgehog pictures, painting their hands to make the hedgehog spikes. 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 and using children's preferred learning styles as a basis for development. For example, as children show a desire to repeat activities, such as sorting and slotting, the childminder does not fully recognise the potential to use this as a basis for the provision of a range of varied learning experiences. Consequently, there is room to improve the planning and promote more rapid development. The childminder observes children as they play and has a good understanding of each child's individual level of attainment. 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. There is a partnership approach to helping children develop, with the childminder providing resources for parents to use at home. For example, a set of flashcards is given to help parents support their child with shape recognition. Positive links with other provisions that children attend have also been forged. The childminder also works successfully with reception class teachers at the local school. Children's abilities are discussed and a shared approach is taken to help children with any particular issues. For instance, the childminder, parents and teacher all agree how to deal with any behavioural issues, so that children get a consistent message about what is expected. Weekly visits to toddler groups provide young children with the opportunity to mix with others and develop good interpersonal skills. 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

Children are very settled and content in the childminder's care. This is because the childminder offers introductory sessions where parents visit with their children and are encouraged to stay and see how she cares for children before leaving their child. The childminder uses these sessions to find out about children's likes and dislikes and then ensures that favourite toys and activities are available. This helps with the move from home to the childminder; children quickly settle to play when they arrive and forget their anxiety at being left. 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 children's well-being. For example, she ensures that any allergies are fully understood so that children only take part in activities which are safe and suitable. Children are shown genuine respect, as the childminder values their individual personalities. They are offered lots of reassurance throughout the day and the childminder consistently talks to them in a calm tone, which promotes a positive atmosphere. This helps all children to feel emotionally secure.

Children's behaviour is very good. They know the 'house rules' and show respect for their environment as they take their shoes off at the door and know it is wrong to jump on the furniture. They play together harmoniously, sharing favourite resources and helping the childminder to tidy up before snack and meal times. 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 well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with outings to local parks, indoor soft play centres and daily access to the childminder's garden. Children enjoy using the challenging equipment at the parks and develop a range of physical skills as they climb, balance and jump. A healthy diet is also provided. The childminder has completed the 'eat better, start better' programme which supports healthy options in childcare establishments. Children tuck into snacks of fresh fruit, yogurts and toast and enjoy a range of wraps, sandwiches and filled oatcakes for lunch. Drinks of milk or water are always available.

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

The childminder has a comprehensive safeguarding policy in place and 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 is a qualified nursery nurse and, in addition, commits to at least 18 hours of training a year to build on her existing skills and knowledge. 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 has addressed the recommendations raised at the last inspection and now ensures that details of adults with parental responsibility are now fully recorded. She regularly reviews her practice and seeks to ensure that her policies and procedures are up to date. However, she is less confident on the exact procedure to be followed in the event of a complaint being made. This hinders her ability to efficiently respond to any concerns relating to children's care, as she is not fully familiar with the requirements under legislation. This has no impact on children because there have been no complaints to date.

The childminder is aware of the importance of working in partnership with parents and other professionals to ensure that children receive high standards of care and consistency.

She has effectively built positive relationships with parents and other key people in children's lives, chatting to them on a daily basis about their child's achievements and well-being. Parents indicate that they would not hesitate to recommend the childminder to others as they recognise that 'care, support and development are at the forefront of her service'. They comment that their children's willingness to attend is 'a testament to the care they receive'. This consistent working results in children being well cared for and making good progress in their learning.

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	EY295691
Local authority	Stoke on Trent
Inspection number	861550
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	14/10/2008
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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