

## Inspection date

Previous inspection date

27/01/2014

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

- Teaching is good because the childminder provides a stimulating environment, both inside and out, which help children to learn through play and real experiences. She has a good understanding of how children learn and provides a broad and balanced range of appropriate, age-related activities, which she monitors to ensure that children make good progress.
- The childminder has a secure understanding of her responsibilities in meeting the safeguarding and welfare requirements and has effective systems to monitor their implementation.
- Children behave well because the childminder gives them firm boundaries and provides consistent routines, which help them to feel secure.
- Children benefit from the highly effective partnerships that exist between the childminder, their parents and other childcare settings. Information is regularly shared to enhance their care and learning.

### It is not yet outstanding because

- The generally good arrangements for monitoring children's progress do not consistently ensure that the pace of children's progress, where their development is not as expected, is always accurately assessed.

## 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 held discussion with the childminder and spoke to children.
- The inspector observed children in their play and at meal times.
- The inspector took account of views from parents by looking at their written comments.
- The inspector checked the childminder's qualifications, evidence of suitability and her policies and procedures.
- The inspector held a joint observation with the childminder.
- The inspector looked at children's assessments and the planning documentation.

## Inspector

Dawn Robinson

## 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 two children aged 19 months and six years of age. The childminder lives in a house in Tamworth, Staffordshire and uses the whole of the ground floor, front bedroom on the first floor and the side garden for childminding purposes. The family has three rabbits.

The childminder attends a childminder group, toddler groups and the local children's centre. She visits the local shops and park on a regular basis. The childminder currently has 5 children on roll. She is able to collect children from the local schools and pre-schools. The childminder operates all year round from 7.30am to 6pm, Monday to Friday except for bank holidays and family holidays. 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:

- develop further the arrangements for reviewing the pace of children's achievements over time, particularly when progress is not as expected.

## Inspection judgements

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

Children enjoy the time they spend in the childminders's home. They benefit from an organised and stimulating learning environment, which they happily explore. She sets up the children's play environment to encourage them to make choices and to help themselves to toys and resources. She has a good understanding of the Statutory framework for the Early Years Foundation Stage. She clearly understands that children learn through play, with guidance and support from adults. The childminder gathers valuable information from the parents before the children start about their preferences and capabilities. She uses this information well alongside her own initial observations, to plan interesting activities that generally meet children's individual learning needs effectively. The childminder knows the children well and is able to talk about their interests and abilities confidently. She completes regular observations and assessments to help her plan for the children's next steps in their learning. Children who demonstrate some delay in an area of learning are closely monitored, but arrangements for evaluating their ongoing progress are not always sufficiently robust to consistently give a clear picture of the pace of their development. The childminder keeps parents well informed of their children's progress. They have daily discussions about their child's development and

share their child's learning journal on a regular basis record.

Children enjoy a range of experiences that fully take account of what they need to learn next. She is knowledgeable about each child's interests which enables her to plan activities that interest them and encourage their learning. Her friendly, positive teaching methods engage children who are excited to join in and results in them learning while they play. For example children enjoy dressing and undressing the baby doll. The childminder interacts, talking about the size of the clothes and whether or not they would fit, supporting as required to help the children put the clothes on. As a result, children begin to learn simple mathematical concepts and to manipulate objects, learning to fasten items of clothing.

The well organised and resourced play area indoors means children are able to show their confidence by making simple choices about what they want to play with. Children have opportunities to play with a wide range of resources. These are regularly replaced to meet the child's current interests and choices, with the childminder visiting her local toy library to borrow toys in order to offer a broad and balanced range of activities.

The children enjoy playing on the easel with crayons and can easily access other materials to develop their mark making, imagination and creativity in the nearby art and craft cupboard. The children play alongside each other as they begin to form special friendships. Older children attend the childminder's before and after school when all children are offered the opportunity to engage in activities together. For example, the children work together collecting objects from around the house to investigate floating and sinking, as part of one of the children's homework tasks. The childminder encourages the children to predict what might happen and provides them with a bowl of water to find out if the object floats or sinks. The childminder records the activity and the results in the child's home/school link book.

The childminder interacts positively, modelling language and asking questions to encourage children to think about what they are doing or have seen. For example, when the children want to look at the rabbits outside, the childminder asks what the rabbits are called and how they look after them. The childminder tells the children that the rabbits have gone to sleep and encourages them to sing 'Twinkle, twinkle, little star' to the rabbits. As a result, children are extending their communication and language skills. Children are increasing their literacy skills as they enjoy looking at books. The children snuggle into the childminder as she reads a story to them, encouraging them to talk about what they can see. Children are free to use the 'Traditional Tales' story sacks, which have been made up to support the older children and continue their learning from school on this topic. There are opportunities for children to start to link sounds to letters through lottery games and electronic toys, which also supports children already attending school in their acquisition of phonics.

Physical development is promoted well by the childminder. Children have many opportunities to develop their handling skills. They draw on the chalkboard, play with play dough, small world toys and complete a range of jigsaws. These all help the children to pick up small pieces of equipment or to use tools effectively. Children are encouraged to talk about shapes as they roll out the play dough and use cutters to cut out shapes. When

making snowmen with the play dough they are supported to think about the features that need to be added to the snowman and count how many eyes are needed. The childminder supports children to use scissors to cut straws to make arms for the snowman and children are allowed time to continue learning to cut using scissors based on the children's eagerness to carry on. The outdoor area is used regularly and contains a wide range of resources to develop their physical skills. For example, children have access to wheeled toys, sand, bats and balls. The children show delight in playing with the bubbles, blowing them using the wand and running after them to catch them or jump on them, allowing children to develop their coordination in a fun and purposeful way.

The childminder takes the children for walks to the local parks where they are encouraged to listen and explore the environment, collecting and counting leaves while observing the changing seasons and weather. This helps to broaden children's learning experiences and widens their awareness of the world around them.

The childminder completes a learning journal record for each child. She gathers evidence from the parents before the child starts and asks parents to complete her 'building blocks sheet', which records, for example, the children's interests, likes and dislikes. She records observations of what the children can do and uses photographic evidence in order to identify their next steps and plan appropriate activities. The childminder continually shares information with parents about how they can support their children's learning at home through regular discussions and a written daily diary. The childminder tracks the progress of the children and her assessments of the children's learning is good.

The childminder provides for children's personal, social, emotional and physical development well. She spends her time developing close bonds with the children to ensure they are happy, settled and confident in her setting. There are strong links with the local school that the older children attend. There is a regular two-way flow of information. The childminder meets with other local childminders and attends the nearby Sure Start Children's Centre.

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

The childminder provides a comfortable and relaxed environment, which is stimulating and welcoming to all children, who are clearly settled and feel secure. The care with which the children are nurtured ensures that warm, supportive relationships are established with the childminder. This fosters emotional well-being

The childminder is a good role model for children. She provides clear guidance to children on expected behaviour and they understand the boundaries within the setting, as a result children are well-behaved. Children are supported to share and take turns during their play and to look after the toys. The childminder supports children's awareness of potential risk, for example, through the physical activities available to them in the garden. The childminder ensures that the environment is safe and secure and carries out thorough risk assessments of her premises. She reminds children about keeping safe by encouraging them to tidy away toys to prevent tripping. She teaches older early years children to 'stop,

look and listen' for traffic when they are out walking and involves all children in practising the emergency evacuation procedure from her home. This raises children's good awareness of how to stay safe.

The toys and resources are stored at low level in brightly coloured, plastic tubs with easy access for the children. Other resources are stored in a nearby cupboard and are regularly swapped to provide new experiences. Some resources are stored in clear plastic containers, which are clearly labelled with photographs and words so that the children can see what they contain. As a result, children are encouraged to begin to recognise print and familiar words while being allowed to make their own choices of activity.

Children follow the childminder's good example to learn effective hygienic practices. For example, ensuring they wash their hands before eating or after stroking the rabbits. Each child uses liquid soap and has their own wash bag containing a flannel and toothbrush for cleaning their teeth after meals. The children from an early age demonstrate an awareness of the need to keep their hands clean. The childminder promotes healthy lifestyles well. Children benefit from healthy and nutritious snacks and meals with children enjoying a lunch of chicken, baked potato and vegetables, which are all freshly cooked. Children sit together for their meals and snack, which supports them to develop good social skills, in readiness for their future learning. While waiting for their meal to be served the childminder sings nursery rhymes omitting the end of the rhyme to encourage children to fill in the missing word and develop their awareness of rhyme. The childminder encourages politeness and good manners. The children are provided with clean bedding individually bagged and regularly laundered by the childminder. In addition to the monitor, the childminder checks on the children when they are asleep on a regular basis to ensure their safety.

Children use the garden in all weathers, with appropriate clothing supplied by the childminder to enable them to do this. Children are encouraged to be independent in putting their coats and shoes on with the childminder supporting when required. For example, starting the zip on a coat and leaving the child to zip the coat up unaided. As a result, children are confident and display a 'can do' attitude towards all the activities they engage in.

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

The childminder demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and indicators that may highlight to her a concern. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. The childminder has attended a local authority safeguarding course to ensure that she is up-to-date with current legislation and procedures. Suitability checks have been carried out and the childminder works within her permitted adult-to-child ratios. Risk assessment and good supervision of the children ensure that they are cared for in a safe environment. The childminder understands her

responsibility to keep Ofsted up-to-date with any significant events that happen in relation to her childminding practice.

The childminder has in place policies and required documentation, demonstrating her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are treated appropriately in the event of an accident or during an emergency evacuation as the childminder has a current paediatric first aid certificate and practises fire safety procedures with the children.

The childminder continually reflects on her service and can, therefore, recognise her strengths and areas for improvement. She is enthusiastic about the development of her practice, which offers very flexible care arrangements to parents. The childminder is developing her process to monitor the educational programmes. She reflects on her planning and assessments, which cover the areas of learning. An individual tracking system is in place which ensures that the childminder has an accurate understanding of children's skills and abilities and enables her to identify any gaps in learning and development that may require intervention. The childminder has completed a self-evaluation form. She has collected written feedback from parents and has had meetings with her local authority advisor who has provided further targets for improvement to be considered. This demonstrates the childminder's positive approach to continuous improvement, which benefits the children in her care.

Parents are very complimentary about the childminder and the service she provides. There is good partnership working, with the sharing of ideas to support children's learning at home. In written comments, parents write about the homely environment. They comment that children are happy and relaxed and note their child's excitement at going to the childminders. The childminder has strong links with the local school enabling effective exchanges of information with others who care for the children. Consequently, there is continuity in children's care, learning and development.

### **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>	EY466694
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	932330
<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>	4
<b>Number of children on roll</b>	5
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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