

Inspection date	14/03/2014
Previous inspection date	21/01/2009

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 excited and enthusiastic as they take part in a wide range of enjoyable activities that are related to their interests and meet their developmental and learning needs.
- Teaching is good because the childminder has a robust understanding of how to promote children's learning and provides well-targeted activities to help them build on their skills. Consequently, they progress rapidly across all areas of learning.
- Positive partnerships with parents have been successfully forged. Information is regularly shared in relation to children's well-being and learning which ensures that they are fully supported in their development.
- Children's safety is successfully prioritised. The childminder provides constant supervision to prevent accidental injury and ensures all equipment is safe and suitable for use.

It is not yet outstanding because

- There is scope to improve the planning and delivery of some adult-led activities by using a wider range of teaching strategies to extend children's learning and development even further.
- Although children are developing an understanding of how to stay safe there is room to develop this further by more fully promoting the house rules.

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, kitchen 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 with her husband and their adult daughter in Meir Park, Stoke-on-Trent. The whole of the downstairs of the house, with the exception of the conservatory, is used for childminding. There is an enclosed garden to the rear of the property for outside play. The family have pet guinea pig. There are currently six children on roll, five of whom are in the early years age range. They attend for a variety of sessions. The childminding provision operates all year round, from 8.30am 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:

- enhance the planning of adult-led activities so that a range of teaching strategies are considered and implemented to maximise children's learning and development
- increase opportunities for children to recognise how to keep themselves safe, for instance, through discussing the rules of the home.

Inspection judgements

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

Children are extremely happy and confident in the childminder's welcoming home. They enjoy the freedom of selecting their favourite toys and resources from the designated playroom and show they feel at home as they move from room to room with confidence. They particularly enjoy playing outside, developing their physical skills as they use the climbing frame, whizz down the slide and scoot along on cars and tricycles with increasing skill and control. The childminder takes account of children's current interests and ensures that favourite resources are always on offer. She comes alongside them as they play, encouraging their mathematical skills as they play with favourites such as the train set. Children count the number of carriages, recognise the different colours and predict size as they consider whether the trains will fit under the bridge they build. Children's communication skills are also well-developed as they eagerly discuss the trains and work out how to make the track go round to create a loop. Literacy skills are developed as all resources are clearly labelled and children soon recognise the initial letters of words. Children's creativity is also well-promoted. Their imagination is sparked as they use the pop-up tent and small sleeping bags in a game of camping, and even pretend to cook a meal on a toy barbeque. An understanding of the wider world is also effectively developed. Children enjoy a range of baking activities, weighing and measuring ingredients and seeing how substances change as they are mixed or heated. They have

fun making a house with leaves and sticks for a garden hedgehog and even build a 'bug hotel' to encourage mini-beasts to stay in the garden. Regular outings to local parks, toddler groups and indoor play centres are also enjoyed.

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 further use her already good teaching skills, particularly during adult-led activities. For example, during a sculpting activity with playdough, children have fun using cutters and plastic shapes to make marks in the dough and create faces. However, when the childminder wants to show them how to use a new technique such as rolling, she does not have extra dough to role-model, and when she introduces some tools to provide more challenge, children struggle to understand how to use the tool as they are distracted by all the other resources. Consequently, there is room to improve the delivery of such activities and further promote children's learning by being better prepared to use teaching skills such as role modelling, and introducing new challenges when children are concentrating. 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 learning and development. They contribute to the initial assessment with information about what their children can do and are regularly invited to comment on the childminder's observations with their own views of how their children are progressing. The childminder also shares her resources with them so that parents are able to extend children's learning in their own homes. For instance, she lets children take home 'story sacks' with a storybook and props in, so they can act it out with their parents. The childminder also makes positive links with other settings so that children's progress is shared and activities complement each other. She has discussions with reception class teachers at the local school, finding out about the way they teach phonics to ensure that children receive a consistent approach. 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 provides 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

Children quickly settle into the childminder's home as they are offered settling-in sessions where their parents can slowly build up the time they leave them. The childminder is sensitive to children's differing needs at this time, and works with parents to find the best way to help them make the transition into her care. She also uses these initial sessions to find out about the child's individual personality and any likes and dislikes so that she can

provide favourite activities to help children settle to play. Consequently, by the time parents are ready to leave their children, they are usually fully engaged and happy to be left. Information is also collated on registration forms to ensure that the childminder is aware of any special requirements. Dietary or medical needs are fully discussed and the childminder ensures that she follows any care plans precisely. This helps children to receive safe and suitable care and to make the best possible progress.

Children are kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. Any outing is fully risk assessed before children are taken out of the home and the childminder provides them with special wristbands with her contact details on as an added precaution. Children are also beginning to learn how to keep themselves safe. Fire drills are regularly practised and children are reminded not to run in the kitchen or to stand up at the top of the slide. However, there is room to develop their understanding further by discussing rules more regularly. Currently, children are only reminded of the dangers if they act unsafely. Children's behaviour is good. Children play together cooperatively and help to tidy up toys before getting something new out to play with. They receive encouragement and praise from the childminder throughout the day, which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is well-promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged both indoors and out, as children enjoy visits to indoor play centres as well as having regular access to the outdoor area and trips to local parks. They pedal tricycles and play on the climbing equipment, developing their coordination and balancing skills. Children are provided with a range of nutritious snacks and meals which are freshly prepared by the childminder. They tuck in enthusiastically to slices of pear, strawberries and apple and enjoy carrot and celery sticks. A hot meal is provided at lunch time and drinks of water or milk are offered throughout the day. Parents comment that they are 'thrilled with the variety of food' that their children are given.

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

There is a detailed 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, her husband and adult daughter have all undergone suitability checks to indicate that they are safe to work with children. The childminder also has all required qualifications in place, including a current paediatric first aid certificate. The childminder is keen to build on her existing skills and has completed a wide range of courses. She has recently attended training on 'Stoke Reads' and uses the learning from this course to enhance children's experiences. Children now have a story before every nap time as the childminder recognises that this is a key time to introduce children to the joy of reading.

The childminder is dedicated to providing high quality care and teaching to all children.

She has children's well-being at the heart of everything she does and is constantly open to new ideas in order to improve the service she provides. She is a member of the local childminding network and regularly meets with other childminders to share good practice and offer support to others. The childminder also uses self-evaluation to good effect, identifying areas of her practice that require improvement and considering ways to address any weaknesses to promote continuous development. She takes account of the views of parents, regularly seeking out feedback on the service she provides. For example, she asks parents about the range of food she offers and in response to their feedback, now offers more salad alongside the existing menu. The childminder has met the recommendations set at the last inspection and has updated her safeguarding policy. She has also improved her assessment procedures and now matches children's achievements to the expectations of the learning goals. This helps children's progress to be easily monitored and enables the childminder to put in place additional support if required.

The childminder supports children with special educational needs and/or disabilities by working closely 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 are more than satisfied with the service she offers and comment that their children are 'thriving' since attending. They state that the childminder is 'excellent, friendly and approachable'.

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	224418
Local authority	Stoke on Trent
Inspection number	871340
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	21/01/2009
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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