

Inspection date

07/02/2014

Previous inspection date

27/01/2010

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

- The childminder has an accurate understanding of the developmental stages of each child and her interaction promotes children's learning effectively through their play.
- Children learn to manage risk in a safe and supportive way as they go out and about in the local area and regularly practise fire drills. They develop social skills as they mix with other children and enjoy activities together.
- Children form really strong attachments to the childminder and her assistant and show that they feel at home and settled. The childminder is naturally warm and friendly, making children feel secure. Their confidence and sense of belonging enables them to play and learn successfully.
- The childminder keeps up to date with developments in childcare and is always looking for ways to improve her practice and the outcomes for children. She is well organised and maintains records and documentation to support children's needs.

It is not yet outstanding because

- Arrangements are not always fully in place to liaise with parents about what children are learning at home, so this can be taken into account when planning activities to extend children's good learning even further.
- Children's awareness of diversity is not developed as fully as it could be as they have only a limited range of resources that help them to recognise and value difference.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information and a selection of policies and procedures.

Inspector

Jennifer Turner

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her daughter and grandchildren aged 11, eight and twins age seven years in a house in a rural area in Stourton, West Midlands. There are shops and schools within driving distance. The whole of the ground floor and first floor bathroom is used for childminding. There is an enclosed garden available for outside play. The family has three dogs.

The childminder provides care from 7.30am to 6pm Monday to Friday, throughout the year, except for family holidays. Children are taken on local outings to parks and other areas of interest, including regular attendance at the local carer and toddler group. The childminder takes children to, and collects them from local schools and pre-schools. She is currently caring for three children who are in the early years age range. She also cares for four older children who she drops off and collects from school.

What the setting needs to do to improve further

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

- explore further ways to help parents share what they know about their child to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress
- increase children's access to resources that reflect diversity and provide further opportunities to help children to gain an understanding of different cultures.

Inspection judgements

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

Children benefit from the knowledge that the childminder has about their individual needs and what they enjoy doing. They receive positive support and encouragement from the childminder as she encourages them to learn to share and take turns in their play. Children have many opportunities to become independent in the daily routines. They are able to move around the lounge choosing what they play with from toys set out for them. They especially enjoy playing with the small world dolls' house and play figures and using their imagination as they build with bricks. Younger children are well supported in their physical development as they use a range of walkers and activity centres to pull themselves up as they start to take their first steps. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and demonstrates good teaching skills. She provides a learning

environment where children independently access a good range of toys and play equipment. She knows the children well and has an accurate understanding of where they are in their development and aspects of what she needs to do to help them reach the next steps in their learning. Overall, children are learning the necessary skills needed to support their future learning.

The childminder focuses on the prime areas of learning to ensure young children are developing the skills they need to develop emotionally, physically and in their communication skills. The childminder listens to what children say and she uses open-ended questions to develop and extend children's thinking and understanding, and builds on their vocabulary by extending their sentences. The childminder has systems in place to ensure assessment checks for children between the ages of two- and three-years-old are carried out when the time is right. The childminder is able to build on what children know and extends their learning using the information that she gains from her observations of their play and involvement in activities. She uses a recording document for assessments and plans next steps, which parents can access and comment on to see how their child is progressing. However, the childminder does not always gather as much information as possible from parents about children's learning in their home environment. Therefore, there is room for her to gain further detail that helps her to build on children's interests to promote their learning to the fullest.

The childminder provides a welcoming and well-resourced environment, where children can explore a good range of resources overall. She takes children on regular outings, such as to parks and local walks on the common to help them socialise and learn about the world around them. Children engage with the natural world as they begin to learn about life cycles and how to care for living things. Children collect leaves and other specimens, such as snails found in a corner of the garden and caterpillars that they watch building cocoons then transforming into butterflies. They also go to the local fields and farms that surround the childminder's house and children see open fields with sheep and cows from the garden, which helps them understand the changing seasons. They visit the falconry to see birds of prey and older children enjoy the challenge of treasure hunts when the ranger hides objects for them to find. In addition, the childminder offers regular garden play and children enjoy using the trampoline and slides. Children enjoy books and listening to stories read by the childminder as they cuddle up on the sofa. The childminder attends training on themes, such as 'children thinking mathematically' and she uses the knowledge gained to support children's mathematical development, such as counting, recognising numbers and weighing and measuring when baking cakes. The childminder engages very well with children. She joins in with activities, motivating them and encouraging their use of language. She listens to what they say, gives them time to think about their responses and offers plenty of praise. She uses open-ended questions to develop and extend children's thinking and understanding and builds on their vocabulary.

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

Children are very happy and settled in this homely environment where they receive good levels of support, encouragement and reassurance from the childminder and her assistant.

For example, young children receive many hugs and gentle support that helps them to feel secure and form close bonds. The childminder is fully committed when working in partnership with parents. She is able to support individual children's needs and learning using their starting points from entry into her setting as a basis for her plans. She regularly discusses the children's routine with parents and ensures that all parents know what they have been doing throughout the day. As a result, children are happy, settled and at ease when they are with the childminder. This secure bond helps ensure children are emotionally prepared for any changes, such as when they move on to a new setting or school. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. Children are given positive praise and recognition for their efforts and achievements, with older children having a reward chart and younger children lots of verbal praise.

The house is very clean and well maintained, with good measures to promote children's safety and help prevent accidents. For example, the childminder has installed cupboard catches, safety gates and a fireguard to help prevent accidents. The childminder regularly checks the house and garden thoroughly before children arrive each morning to ensure that there are no hazards, in order to protect children's health and safety. Children are able to decide what they would like to eat for lunch and are offered a selection of fruits and healthy snack choices. The home environment is welcoming and stimulating, further supporting children's sense of confidence and security. The childminder is able to deal with children having accidents in her care because she holds a current first aid certificate. When accidents happen she records information to share with parents along with their consent to administer any medication required. Children have good access to different resources and activities based on their interests and learning needs. The childminder uses some books that encourage children to learn about similarities and differences between themselves and others. However, resources are limited so children's learning about the cultures of others in the community is not fully supported.

Children receive positive support and encouragement to learn about leading healthy lifestyles and keeping safe. From a young age, they recognise the need to follow positive personal hygiene routines to help reduce the risk of the spread of germs. Children wash their hands before meals and after using the toilet. After changing nappies the childminder cleans babies' hands with wipes and makes a point of telling children she is going to wash her hands to get rid of germs. Children learn about potential risks around them and how to adapt their play to keep themselves safe. For example, when on outings they learn about 'stranger danger' and road safety. This clearly encourages them to start managing their own behaviour to keep themselves and others safe. During daily routines children learn about their own safety. For example, when using the trampoline the childminder explains why they must ensure the surround is fixed in place to stop them falling off. She helps children to carry out the evacuation procedure in order to familiarise them with this in the event of it being needed, so that they are confident about what to do in an emergency.

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

The childminder takes robust steps to ensure children are safe and secure and that any person having contact with them is suitable. In addition, she reviews her risk assessments to make sure that this continues to be the case. The childminder and her assistant demonstrate a clear understanding of her responsibilities to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. The childminder and her assistant are familiar with safeguarding procedures, such as possible signs and symptoms of children being at risk, seeking advice from other professionals and making referrals as necessary. The childminder has updated her knowledge by attending child protection training and reading the safeguarding policy she holds. She helps to keep children safe through her close supervision and by providing a secure and safe home. She asks visitors to sign in and out and to refrain from taking handbags with mobile phones into the area where children play. This ensures children's safety and welfare. In addition, she ensures everyone who has unsupervised contact with children is suitably vetted.

The childminder demonstrates a good knowledge and understanding of how children learn, along with the learning and development requirements of the Early Years Foundation Stage. Consequently, she provides good support for children's learning to ensure they are well prepared for their next steps. The childminder demonstrates a good approach to enhancing her practice. She is proactive and requesting the assistance of her local authority consultant to review and monitor the quality of her setting, as well as, her teaching, learning and care for children. She has identified changes she intends to make to her setting, such as renovating the garage to make an additional playroom for children. She has also recently developed a website for parents so they can view her policies and procedures. The childminder asks parents for their views through verbal means, in order to further enhance her provision for children's welfare and learning and values their suggestions. She seeks children's opinions by consulting them about what they like to do and using her observations. The childminder has a good awareness of the importance of working with other professionals to secure support for children. There are good methods in place to support information exchange regarding children's progress with any other settings they attend or move to, when this is needed. She has close relationships with the schools children attend and regularly talks to teachers, shares information with them as appropriate and relays important messages to parents.

The Childcare Register

The requirements for the compulsory 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 | EY394991 |
| Local authority | Staffordshire |
| Inspection number | 952106 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 27/01/2010 |
| 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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