

Inspection date	21/03/2014
Previous inspection date	05/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 plans exciting and stimulating activities through which children make very good progress, as a result of her good quality teaching.
- Children build on their individual learning because the childminder makes very effective assessments of their progress, which she uses to inform planning.
- The childminder keeps children safe because she has a comprehensive understanding of safeguarding and supervises children vigilantly.
- Children are very happy and secure, as their needs are met. This is because the childminder works closely with parents to support their care and learning needs.
- The childminder evaluates her provision and children's learning very well and engages in meaningful partnerships with other professionals and other early years providers to strengthen this process. She also values the views of parents and children.

It is not yet outstanding because

- There is even further scope to enhance children's already exciting learning about the natural world by further extending their interest and awareness of the natural environment.

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 the children engaged in a range of learning activities, play and daily care routines with the childminder.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector looked at and discussed the childminder's self-evaluation process and improvement plans.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector took account of the views of parents and carers and children, including recent letters from parents containing their comments on the provision.

Inspector

Catherine Sharkey

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory part of the Childcare Register. She lives in Droitwich, Worcestershire with her husband and adult child who is currently away at university. The childminder provides care all year round from 7am to 7pm, Monday to Friday, except for bank holidays. She uses the whole of the ground floor for childminding. There is an enclosed garden for outdoor play.

The childminder attends local playgroups, visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently nine children on roll, one of whom is in the early years age group and attends for a variety of sessions. Eight are school-age children who attend before and after school. She is a member of a childminding association.

What the setting needs to do to improve further

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

- extend children's already very good learning in the educational programme for understanding the world, with particular regard to their interest in and awareness of changes in the seasons, the weather and of their own natural environment.

Inspection judgements

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

The childminder has a very good knowledge of how children learn through play. She records detailed observations from which she plans individual targets for each child. Her planning and assessments show clear links to each area of learning, so that she identifies any gaps in children's learning. She obtains detailed information from parents when children first start with her, so that she has a clear starting point to work from. This means she builds on their learning very effectively, so that children make very good progress. The childminder shares children's progress records with parents and invites them to contribute to these both verbally and with comments or photographs. They share information each day about children's achievements and she gives them advice and guidance about how parents can support and extend children's learning at home. Parents are very well informed about children's activities and the childminder's policies and procedures. They make very positive comments about her care and about children's progress. This is a very strong partnership, which means that parents are fully involved in children's learning.

Young children enjoy using sit and ride toys in the outdoor area set aside for their use. The childminder is very enthusiastic about the natural world, which she communicates to

children. They experience the lifecycle of a frog at first hand, as there is a fish tank in the kitchen containing frog spawn and tadpoles. The childminder extends children's learning about this through the use of books, toys and songs to do with frogs. Children find a small worm as they dig in the raised vegetable bed and she makes sure they are careful with it and put it back in the soil when they have finished looking at it. They grow some flowers and vegetables throughout the year and see the fruit growing in the garden. The childminder encourages them to observe changes in the weather and seasons and there is further scope to extend this as children become older and more aware of the natural world around them. They develop their physical skills well on the small slide, wheeled toys and balls in the garden and on the larger climbing and balancing equipment at the park. Children are imaginative as they make up stories with dinosaurs and a dolls' house and include the childminder in their play as they pretend to cook and set the table for tea. Children enjoy baking cakes as they feel the textures of the ingredients and see how they change as they are cooked. They explore a wide range of textures, such as paint, jelly, sand, water or dough. The childminder has developed a sensory area, so children can feel and smell mint, holly, lavender and other plants. Children choose from an extensive range of easily accessible toys and resources, which helps them to develop their individual learning styles.

Children are very well prepared for the next stage in their learning, as the childminder takes many opportunities to help them to count, recognise numbers, letters and sounds. Young children count independently to seven and the childminder plans activities and routines, so that they build on this. They count how many steps they take to walk around the raised bed or how many spoonful's of sugar they put into the cake mix. Children learn early reading and writing skills very well as they choose from a wide range of media with which they make marks, draw and paint. They enjoy looking at books with the childminder, who extends their language and vocabulary very well as she asks them to repeat words and introduces new ones. For example, she asks children to repeat the word 'caterpillar' and they count and name the foods the caterpillar eats. Children's communication skills are developing well and they use some full sentences as they ask, 'is that your car?' or 'I need help'. They use technological skills effectively as they play with electronic toys or experiment with lights and their reflections in the mirror in a dark corner of the cupboard.

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

The childminder gets to know children and their families very well, as they continue to stay in her care for many years. Children form close bonds with her and with the other children and she promotes kind and caring relationships. The childminder ensures she obtains detailed information about each child's routines and needs before they start, so that she can meet these effectively. She offers settling-in sessions if children require these, so that the transition from home to her care is smooth and children are emotionally secure. She works with parents on children's care routines and behaviour management, so that they receive consistency and continuity, which makes them feel secure. Children are very happy and confident and the childminder increases their good self-esteem through frequent praise. They all enjoy snack time together when the older children are collected from school. The childminder encourages them to share the events of their day and to

work together to help to smooth out any problems for each other.

Children are provided with healthy meals and snacks and the childminder encourages children to try new foods and teaches them which ones are healthy. They choose from raisins, cheese, cucumber and raspberries at snack time and can have milk or water throughout the day. Children are active outdoors each day and learn to manage risks safely as they play on the equipment at the park. The childminder practises hygienic nappy changing and children dry their hands on individual towels to prevent the spread of germs.

The childminder encourages children to be independent as they put on their coats and wellies, feed themselves and choose their activities. Behaviour is very good, as the childminder sets clear boundaries and manages this very well in accordance with children's ages. She teaches children to share the toys and have respect for other people's belongings and feelings. Children learn positive behaviour from each other and they sit at the table for meals and have good manners. Young children learn to accept that they can not always have everything their own way and that they need to take turns and have patience. The childminder explains gently that a child must wait to play with a particular dinosaur or find another one, as the other child had it first.

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

The childminder's knowledge of safeguarding and child protection is very thorough. She has attended recent training and informs parents about all her policies and procedures. She is very vigilant in the supervision of children and in her recording of relevant information, so that children are well protected. She obtains the required parental consents and keeps careful accident and medical records, so that children's health is well protected. The premises are very secure and the childminder carries out detailed risk assessments of the premises and for outings. She practises regular emergency evacuation drills with the children and records the results. Children are safe, as a result of her good knowledge and awareness of safeguarding.

The childminder reflects on her teaching and children's learning each week, in order to adapt her planning, so that all children make very good progress. She focuses on areas for improvement and attends regular training courses to address these and increase her knowledge and skills, so that her very good quality care is maintained and improved. She makes evaluative assessments of children's progress and her own provision, in order to make continuous improvements. The childminder is very well motivated and measures the effectiveness of her provision with the help of a local authority early years advisor. She also invites the views of parents and children to contribute to the self-evaluation process, so that everyone's needs are met. Parents complete questionnaires and suggest improvements if they wish.

There are good links with other childminders and local early years providers, so that the childminder shares ideas and good practice. She speaks to children's teachers, so that she knows what they are learning at school and extends and complements this. She passes on

messages to parents from school, so that their progress and well-being is monitored carefully. The childminder works effectively with local children's centre staff, as they sometimes ask her to demonstrate good practice to parents and other childminders as she interacts with children at the play sessions she attends with the young children.

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	EY302703
Local authority	Worcestershire
Inspection number	891259
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	05/11/2008
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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