

Inspection date	28/03/2014
Previous inspection date	20/04/2010

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

- Children are happy and emotionally secure because of the warm and nurturing family environment the childminder and her assistants provide.
- The childminder has a good understanding of the abilities and needs of each individual child in her care. This ensures that children are able to make good progress.
- The childminder has built good working partnerships with parents and other providers, children benefit from consistency in both their learning and care.
- Throughout all activities, children's early language and communication skills are well supported to promote their learning and development.
- The provision of themed learning activities provides good opportunities for children to make links across all areas of their learning.

It is not yet outstanding because

- Not all information about children's achievements and the next steps in their learning are consistently shared with parents, to ensure that they are well informed and can support their children's learning at home more effectively.
- The childminder does not consistently offer a range of resources that promote positive images of diversity. Therefore, she misses opportunities to fully develop children's understanding of the differences between people.

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 held discussions with the childminder and her assistants throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector observed children's play and the childminder and her assistants' engagement with children.
- The inspector observed children's activities indoors and outside.

- The inspector looked at all areas of the premises that are used for childminding. She also looked at documentation that included policies, procedures, training, risk assessments and written observations.

Inspector

Sharon Hennam-Dale

Full report

Information about the setting

The childminder registered in 2009. She lives with her husband in Leek, Staffordshire. All of the childminder's house is used for childminding. There is an enclosed front and rear garden. The property is not suitable for people with mobility issues due to the number of steps within the premises on both the ground and first floors. The childminder attends a toddler group and visits the local library and park on a regular basis. She collects children from the local schools and nurseries. She operates all year round, Monday to Friday, except for family holidays. Children attend for a variety of sessions. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She also works with two assistants. There are currently 12 children on roll, of whom six children are in the early years age group. The childminder is a fully registered teacher and holds a Certificate of Education from the Cambridge Institute of Education. She is a member of the Professional Association for Childcare and Early Years and receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the partnership with parents by taking steps to share all available information about children's achievements and progress more regularly, so that they are well informed and suitably equipped to continue their children's learning at home
- build on children's understanding of similarities and difference so they learn to recognise and value diversity, for example, by providing a wider range of resources that reflect the wider community.

Inspection judgements

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

The childminder has a good understanding of how children learn through play and plans a wide range of quality and challenging experiences for children across all areas of learning. This enables the children to make good progress in their learning and to move on to the next stage of their development. The childminder gains clear information from parents about children's abilities and interests and uses this along with her own observations, to assess each child's developmental stage. This enables her to clearly identify children's starting points and plan a range of activities that regularly stem from the children's interests. For instance, she knows the children enjoy gardening and plans themed activities around this using both the indoor and outdoor environment. The childminder has a playroom, which contains a range of interesting toys and resources for children to

choose from. There is a designated display area for the children's themed activities, which is changed regularly. Vocabulary to support children's understanding of their gardening activities is displayed on the wall and books and resources also promote their interest further in this area.

The childminder and assistants play with the children at their level and interact well with them. Children enjoy playing with dolls, trains and role-play activities. Effective questioning and conversation encourages children to regularly communicate, promoting their speech and social development. For example, children's interest in a shopping trolley leads to imaginative play about going to the supermarket and making a meal. Staff use effective open-ended questioning to support children's imaginative skills. For example, when a child has the pushchair they ask 'Where are you going?' 'What are you going to buy?' and 'What are you going to have for dessert?' The childminder is aware some of the children are learning how to link letters and sounds at the other settings they attend. She has a good understanding of which letters and sounds individual children are finding difficult and seeks to support them further. All adults use good teaching strategies to help children learn about numbers in everyday activities. For example, children are encouraged to count the number of spades of soil they place into a container ready for planting runner beans or when strumming the guitar the children are asked 'Shall we count the strings?' and 'What number comes after two?'

The childminder always makes time to provide a daily progress report to parents to keep them informed of the day's events. To some extent this helps parents to continue their children's learning at home. Parents have access to their children's observation record at any time and are provided with detailed written assessments. The childminder and her assistants are very clear on what children can do, where they are in their development and what their next steps are. Through observations and assessments the childminder is able to identify what future support is needed. She has made recent changes in her use of assessment and has begun to complete a learning journal for each child to link her observations and assessments with photographs and children's work. However, these have yet to be fully implemented to enable clearer sharing of children's achievements and progress with parents. The childminder has established links with local nurseries and schools and regularly takes and collects children from these. This benefits children through consistency of care and learning experiences and supports their readiness for the next stage in their learning.

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

Children are confident and happy in the childminder's home and enjoy positive relationships with all adults. They clearly demonstrate that they feel emotionally secure and safe through the warm and caring interactions they have with all adults, who recognise when they need reassurance or comfort. This results in a smooth move from home into the childminder's care.

The childminder provides toys and resources that interest the children, such as play tunnels and tents. These and other toys are rotated regularly in response to children's interests. Age appropriate resources are stored at a level that children can access. As a

result, children demonstrate enthusiasm and are able to make choices in their play, which helps develop their independence. There are daily opportunities for children to participate in outdoor play and learn the benefits of physical exercise. They use the area at the side of the childminder's home to ride scooters and use other toys they can push and pull. This also gives them good opportunities to take safe risks and experience physical challenge. This, along with trips to the local toddler group, library and garden centre help the children to develop confidence, independence and social skills, outside of the childminder's home. Consequently, this helps to emotionally prepare them for the next stage in their life, such as attending school.

Children learn effective self-care routines as they wash their hands after gardening and are encouraged to become independent when putting their shoes on. The children's growing independence in self-care skills is sensitively managed by the adults. For example, children are able to go to the toilet independently, however the childminder ensures that she is available should they require or need help. The menu for the week is shared with parents so they are aware of the healthy, balanced meals their child is receiving on any given day. Children have regular access to drinks and adults remind and check on younger children to ensure they drink water throughout the day. Children have opportunity to grow their own vegetables and understand where different foods come from. They plant and grow vegetables, which are then prepared and eaten. As a result, children develop a good awareness of a healthy lifestyle and effective hygiene practices. Children are regularly praised and their achievements and skills recognised. For example the childminder asks 'Would you like to draw a picture? You are so good at drawing' This promotes children's self-esteem and confidence and they respond with pride. Adults consistently act as good role models, they use 'please' and 'thank you' when speaking to the children and each other. The adults teach children how to keep safe. For example they remind children about being careful when moving around the room so as not to trip and hurt themselves and talk to the children about being kind and sharing their toys. As a result the children are well behaved and get on very well together. The childminder practises the fire drill with the children to develop their understanding of safety in the home.

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

The childminder has a good understanding of the safeguarding and welfare requirements. All adults living and working on the premises have undergone checks with regards to their suitability. She ensures all assistants who work alongside her are also familiar with child-protection procedures. The childminder and all assistants have attended safeguarding training and there is a detailed safeguarding policy. The childminder has risk assessed her home and visits outside the home and keeps a written record of her assessments. In addition, she has a clear procedure in place to ensure children remain safe whilst in her care. For instance, alternative arrangements are made to ensure children can still safely play outdoors whilst repair work is taking place in another part of the outdoor area. There are signed consent forms obtained from parents, for different aspects of care and learning, for example, emergency medical treatment if required. The childminder provides parents with a welcome pack when children first start and this pack contains all her policies and procedures. The childminder also displays information for parents, for

example, first aid and food hygiene certificates.

The childminder is experienced and well qualified as she has been working in childcare for a number of years. She demonstrates a secure understanding of the areas of learning and understands her responsibilities in meeting the learning and development requirements. She organises activities to provide children with opportunities to progress their skills within a supportive, nurturing family environment. The childminder and her assistants know where each child is in their stage of learning and where they need further support. They talk with confidence about individual children's strengths and achievements. The childminder is clear about the requirement for the progress check at age two. Although she has not yet had to undertake this, she demonstrates that she is capable of meeting this requirement. Each child now has a progress and development book, where the childminder is beginning to link her observations and assessments with photographs. The childminder's written observations of children's progress are evaluative, identifying the links to each area of learning. Written assessments are accurate and effectively demonstrate each child's interests, strengths, learning and development.

The childminder has met the actions from her last inspection and has completed a realistic self-evaluation that identifies the strengths of her provision and areas for improvement. She is eager to implement any changes required. The childminder is committed to making further improvements to her service through accessing further training opportunities for both herself and her assistants. Through regular discussion and ongoing supervision of assistants, she is able to determine which further training would be beneficial for other adults. She has started to evaluate her practice further by asking parents to contribute to this process through a questionnaire. The childminder has good relationships with parents and keeps them well informed about her practice through daily verbal exchanges of information. The childminder demonstrates she is very aware of how important it is to share information for children's continuity of care, with parents and other providers so that they are well prepared for their next stage of learning.

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	EY399311
Local authority	Staffordshire
Inspection number	875135
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	20/04/2010
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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