

Inspection date	08/04/2014
Previous inspection date	28/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 extremely relaxed and confident in the childminder's welcoming home. They particularly enjoy exploring the playroom where they help themselves to favourite resources and take part in a wide range of stimulating and engaging activities.
- Teaching is good because the childminder has developed a robust understanding of how to promote children's learning. She plans a wide range of activities linked to their interests and developing needs which enables children to make good progress.
- Children's safety is effectively prioritised. The childminder ensures that they are constantly supervised by an appropriate adult and that they are protected from accidental harm through thorough risk assessments and the use of specialised equipment, such as safety gates.
- Positive relationships have been forged with parents and other professionals. Children's well-being and development are discussed regularly and all individual needs are precisely met as the childminder takes time to get to know each child and their background.

It is not yet outstanding because

- There is scope to improve the outside area to make it even more appealing to children throughout the year and fully promote their desire to explore and investigate outdoor spaces.

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 and checked all other areas used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and completed a joint observation.
- The inspector looked at children's learning journey records, planning documentation, the childminder's self-evaluation and improvement plan, evidence of suitability and a selection of other policies and children's records.
- The inspector also took account of comments from parents and carers and looked at the childminder's own parents survey information.

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 14 year old daughter in Stafford. The whole of the downstairs of the house is used for childminding, along with bathroom facilities on the first floor. There is an enclosed garden to the rear of the property for outside play. The family has a dog.

The childminder regularly takes and collects children from the local school. There are currently six children on roll, one of whom one is in the early years age group. The childminder operates all year round, from 7am to 6pm, 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:

- develop the outside area even further to provide a rich and stimulating learning environment throughout the year so that children are always excited and keen to explore.

Inspection judgements

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

Children are happy and relaxed in the childminder's warm and welcoming home. They enjoy the freedom to help themselves to favourite resources from the designated playroom and show that they feel at home as they confidently ask the childminder for a drink or snack. They chat away with ease, involving the childminder in their play as they dress up and pretend to be fire officers or action heroes. All children enjoy a wide range of activities that stimulate and engage them. They have great fun learning about outer-space as they make planets out of papier-mâché and discuss how astronauts travel. Their creativity is encouraged as they design rockets out of craft materials and paint their planets to their own design and satisfaction. Baking activities are also regularly enjoyed and children develop basic mathematic skills as they weigh and measure out ingredients. They discuss shape as they talk about the oval eggs and count the numbers of squares of chocolate that they add to the bowl. The childminder also arranges activities outside the home. She takes children to indoor play centres and regularly goes on walks with them in the local woods, where they have great fun feeding the ducks and looking at the swans. This provides them with some very positive opportunities to learn about the natural world. Children also access the childminder's garden. They enjoy activities, such as chalking on the patio, going in the paddling pool and growing vegetables during the warmer months. However, the garden has not been fully exploited to provide a visually inviting and

stimulating learning environment all year round which excites and inspires children to use it more regularly. Consequently, there is room to improve the outdoor area to further encourage children to explore and initiate play outside throughout the year.

The childminder supports children's learning and development extremely well. She successfully teaches them new skills as she comes alongside them during their play, asking them questions and encouraging them to show what they know. She helps them to write their names as they make cards for their favourite teachers at nursery and encourages them to sound out each letter which successfully promotes their literacy skills. Everyday events are also skilfully used to teach children about the world. They learn about recycling as they help the childminder tidy up and confidently explain about the different materials that go into bins. They know why it is important to recycle and, as a result, show respect for their environment. The childminder pitches activities to meet children's individual levels of attainment as she uses observation effectively. She records children's achievements and identifies ways to help them progress, then plans activities to provide a good level of challenge. She also identifies children's interests so that all activities successfully captivate and engage them. As a result, they are willing learners as they enjoy the activities on offer.

All children are making good progress towards the early learning goals. This helps to prepare them well for their future learning and the move on to school. Children learn to take turns, share and interact positively with others as they play together cooperatively. They are comfortable in group situations which helps them to be ready for the classroom. Where children attend other settings, the childminder works in partnership to support children's learning and development. She obtains the key persons observations of the child and discusses their progress so that all individuals working with the child are aware of their abilities and are able to provide well targeted learning experiences. The childminder also shares her observations with parents. She regularly discusses children's achievements and works with parents on areas for development. Parents' comments about what their children can do are valued and shared on 'proud clouds'. This helps the childminder to have a full picture as to every child's level of ability. The childminder also provides ideas and support to help parents work with their children's learning needs. For example, she suggests ways for parents to develop reading skills with their child and lets them borrow books and other resources. This positive approach contributes to children's swift progress as their learning continues at home.

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

Children display close relationships with the childminder. They seek her out for cuddles and affection throughout the day and chat away to her with confidence, showing that they feel emotionally safe and secure. Children are helped to settle into the home as the childminder speaks to parents prior to their children attending, making sure she is able to meet their needs and offer favourite activities to help them join in. This encourages them to relax as they quickly engage in play. The childminder also takes the time to find out about each child's individual personality and character. She discusses any special requirements with parents to ensure that these are fully met in order to promote the child's well-being. For example, she ensures that any allergies are fully understood so that

children only take part in activities which are safe and suitable.

Behaviour is effectively managed. All children know what is acceptable as the childminder provides consistent rules and boundaries. She works with parents to agree ways to deal with challenging behaviour, which ensures that a consistent approach is used. Parents comment that they have really appreciated her input in helping their children to 'calm down' while also 'building up their confidence'. Children know to tidy up a game before they get out other resources and are willing to put away toys with little prompting. Children are also kept safe. All exterior doors are kept secure and all areas and equipment are fit for use. The childminder also teaches children to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed and they understand it is important to stay close when they are on an outing. Children show they have taken on board these messages as they play at being fire officers and know that the childminder's whistle is used to indicate a fire has started.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with access to the large garden, visits to indoor play centres and frequent walks in the surrounding countryside. Children enjoy exploring the woods on a nature walk and have great fun on picnics in the warmer months. Children also enjoy a range of nutritional and balanced meals. They tuck in enthusiastically to jacket potatoes with beans, followed by yogurts and fresh fruit. The childminder encourages them to be interested in healthy options as they grow their own vegetables, such as tomatoes, and discuss the foods they eat and where it comes from.

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

The childminder is dedicated to the children in her care and successfully develops and sustains warm and caring relationships with every child. She is committed to providing them with a safe and secure environment where they are constantly supervised and kept safe. Thorough risk assessments are now in place for both the home and for outings and the childminder constantly supervises children to protect them from accidental harm. The childminder and her husband have completed suitability checks to indicate that they are safe and suitable to work with children, and any visitors to the home are not left alone with children. Safeguarding procedures are fully understood. The childminder has a written safeguarding policy in place and is aware of the signs and symptoms that may indicate abuse. There is reference to the restricted use of cameras and mobile telephones within the setting which effectively protects children from new technology.

The childminder is keen to develop her practice and has addressed all the actions and recommendations set at the last inspection. She has updated all her paperwork to reflect current legislation and has worked in partnership with the local authority to update her skills in helping children to learn and develop. Communication between the childminder and other settings children attend is also now well established. The childminder obtains newsletters from the nursery classes and regularly reviews children's achievements so that she is able to provide complementary activities in her home. This helps children to receive appropriate targeted support across all settings. The childminder also regularly reviews

her own practice. She is now aware of the strengths and weaknesses in her provision and successfully identifies areas for future improvement. She is positive about training and keeps up to date with best practice through training courses and regular discussion with other childminders. Children benefit as new ideas and techniques are used to enhance their experiences.

The childminder does not currently work with any children with special educational needs and/or disabilities but is aware of the need to work in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. This helps all children to reach their full potential. Effective relationships have been built with parents and the childminder 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 all policies with them so that they are informed 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 consider the childminder as 'a second mum'. They report that their children are 'always happy to attend'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	209675
Local authority	Staffordshire
Inspection number	963103
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	28/11/2013
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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