

<b>Inspection date</b>	04/04/2014
Previous inspection date	05/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Partnerships with parents are strong, consequently, children receive continuity in their care. Good sharing of information ensures parents are fully involved in their child's learning.
- The childminder has a good understanding of how children learn through play. This means children's interests are appropriately followed and they are keenly motivated to learn.
- The childminder has robust knowledge of safeguarding procedures, therefore, children are protected.
- Individually tailored settling-in procedures enable the childminder to build strong bonds with children which supports their emotional well-being.

### **It is not yet outstanding because**

- There are not enough resources for messy play, therefore, young children's play and exploration is not optimised.
- Occasionally, the childminder does not fully deepen and extend children's learning still further through the use of effective open and focused questions.
- Children's independence is not consistently promoted because the childminder tends to do some things for children as opposed to encouraging them to do things for themselves.

## 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 play activities in the playroom and the kitchen area.
- The inspector looked at children's assessment records, planning documentation, the childminder's self-evaluation form and a range of other documentation.
- The inspector spoke with the childminder at regular intervals throughout the inspection and made observations of the children present.

## Inspector

Yvonne Holt

## Full report

### Information about the setting

The childminder was registered in 1968 and is on the Early Years Register and both parts of the Childcare Register. She works with her assistant. The childminder lives with her husband and daughter in the Smallthorne area of Stoke-on-Trent. The kitchen and playroom on the ground floor are used for childminding purposes. There is a secure garden available for outdoor play. There are no pets kept on the premises. The childminder operates all year round. There are currently seven children on roll aged from two to six years. Of these, five are within the Early Years Foundation Stage.

### What the setting needs to do to improve further

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

- extend the opportunities for children to experience a wider variety of activities that will promote children's imagination and develop their learning further
- enhance the use of open-ended and focused questions to further promote children's creative thinking, enabling them to speculate and find their own solutions
- enhance children's growing independence so they can do more things for themselves by, for example, providing a step stool for young children to reach the hand basin to wash their hands and opportunities for children to pour their own drinks.

## Inspection judgements

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

Children make good progress because the childminder and her assistant know the children well and provide learning opportunities for the children's various stages of development. The childminder is motivated and cares about the children. This means children are happy in their learning. The childminder gathers information on children's starting points through the settling-in process and strong relationships are formed with the parents. She makes regular observations and assesses children's progress effectively, using this information to identify their next steps in learning and plan for their future development. For example, the childminder acknowledges children's early attempts at language and supports them well by repeating words back and narrating their play for them. Children listen attentively to her and respond to her gentle requests fostering children's communication and language skills. Consequently, the children are acquiring positive attitudes required for future learning. While reading a story book, the childminder gives each child a turn at turning the pages. They smile at her and are eager to discover what happens next. This

promotes children's love of books and therefore early literacy skills.

Children's hand-eye coordination is promoted as children feed themselves with spoons. Small muscle development is encouraged further as the children access the bricks. The childminder follows the children's interest as she models building a tower. She labels colours and describes the tower as being 'tall'. Children copy the childminder by placing bricks on top of one another. This encourages children to persevere in an activity developing their personal and emotional skills. Children have the space and freedom to explore the resources provided for them. However, there is not a wide enough variety of resources which can be used in many different ways to stimulate children's imagination well.

Partnerships and communication with parents are strong and a good two-way flow of information is in place. Parents are included in their child's learning as they regularly share current knowledge of their children. For example, the childminder is told when first steps are taken and provides appropriate activities. This good sharing of information ensures parents are fully involved in their child's learning.

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

The childminder has built strong bonds with the children in her care. This means that the emotional well-being of children is met effectively. Settling-in procedures are tailored to the individual child and family to establish strong relationships. The childminder works together with the parents and communicates frequently about the care needs of the children, for example, at collection time when parents enquire as to how their children have slept and eaten. Regular routines through the week ensure children feel secure. Children demonstrate good attachment to the childminder as they involve her in their play. As a result, children are being prepared emotionally for any future learning from an early age.

Young children behave well and receive consistent behaviour management that helps them to develop good self-monitoring and helps them to respect each other. For example, they are encouraged to take turns and to be careful of one another while crawling around the room. Suitable, safe resources are available at the children's level and they access them confidently. The toys are age-appropriate and reflect children's interests.

Children are kept safe because the childminder conducts thorough risk assessments and minimises any identified hazards. Through play the childminder is teaching children to keep themselves safe. For example, newly mobile children show interest in climbing equipment. The childminder helps them safely onto the equipment, encourages children to hold on tight while she stays near them as they enjoy the experience. Meals are provided by the childminder and she has a sound understanding of the importance of promoting children's good health and provides children with home cooked meals and fresh fruit. She ensures that children have suitable opportunities for fresh air and exercise to further support their good health. The front lawns are communal and used is visited regularly and

the back garden is used to experience the outdoors daily. Good hygiene practices are modelled by the childminder, such as washing hands before eating and after toileting. This promotes children's good health.

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

The childminder has strong knowledge of the safeguarding and welfare requirements and knows how to protect children. Attending training means she is able to recognise any concerns arising from unusual children's behaviour or appearance. She is clear about what needs recording and reporting. The childminder also has clear processes recorded about who to contact in the event of an allegation made against her or other concerns about child protection. Effective risk assessments are completed regularly covering all aspects of the provision. All documentation required to effectively safeguard children and support their welfare is in place and up-to-date, including children's details and attendance records. The childminder and her assistant both hold a current first aid certificate and are aware to keep written records of all medication administered to children. This means children's welfare is promoted well. Appropriate information is displayed for parents, such as Ofsted contact information and allegations procedure.

The childminder has attended updated training and is aware of needing to complete the progress check at age two and has begun to do this. Children's learning is monitored because the childminder records observations and monitors their learning. Risk assessment procedures have been developed and are now robust and relate to all areas of provision keeping children safe.

Good communication between the childminder and parents means that children's care and learning needs are met well. The childminder is fully aware of the importance of obtaining as much information as possible about each child's individual needs from parents and agreeing with them how they can work together to meet these needs. The childminder has a good understanding of liaising with children's future schools in order to promote continuity in their care and learning. Teachers have been invited to the childminder's house to meet the children in their familiar environments and have accepted in the past. This supports children in their smooth transition when starting school.

### **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

<b>Unique reference number</b>	224430
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	818257
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/02/2010
<b>Telephone number</b>	

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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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