

Inspection date	23/01/2014
Previous inspection date	04/06/2009

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

- Teaching is rooted in a good knowledge of how children learn. A varied range of activities to support the individual interests and next steps for each child are planned and provided. This ensures that all children make good progress.
- Children are happy, confident and sociable. They have very good relationships with the childminder and one another. Therefore, their emotional well-being is very well-supported.
- Comprehensive policies and procedures are implemented effectively. This ensures that the health, safety and well-being of the children are well- met.
- The childminder is highly committed to further enhancing the quality of her provision through self-evaluation and ongoing improvements. This has a very positive impact upon the quality of the environment and the opportunities she provides for the children.
- There are partnerships with parents. Very good information sharing ensures that all are well-informed, to meet changing needs and to work together to support progress.

It is not yet outstanding because

- Children do not always have opportunities to independently develop their self-help skills, such as washing their own hands at mealtimes.
- There is scope to further develop children's understanding of how to keep themselves safe in a range of situations.

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 a range of activities involving the childminder and children, indoors and outdoors.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability of the childminder and her family, the provider's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers from information included in the childminder's parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

The childminder was registered in 1987 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband, in a house in Stoke-on-Trent. Access to the home is by a small step. The whole of the ground floor and rear garden are used for childminding. The family has a dog as a pet.

The childminder has an early years qualification at level 2. She attends toddler groups, visits the local park and shops and attends the local childminder group. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the local childminding network and receives support from the local authority early years officers.

What the setting needs to do to improve further

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

- promote children's independence skills through everyday routines, for example, enabling them to wash their own hands before snacks and meals, and after outdoor play or messy activities
- support children's developing understanding of how to keep themselves safe, through explaining the consequences of their actions. For example, that climbing on furniture may result in them falling and hurting themselves.

Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements of the Early Years Foundation Stage and how to use this in her practice. She carries out regular observations of the children in her care, using these to assess their current levels of development and their individual interests. This information is used to identify the next steps in each child's learning and how the childminder can provide opportunities to fulfil their needs. She does this through individual planning for each child, based upon their current individual interests. For example, she identifies that children enjoy familiar stories. She extends this interest through encouraging them to remember different words in the story, therefore supporting them to develop early literacy skills, preparing them well for when they are ready to read. Early mathematical understanding is enhanced through the provision of shape puzzles, number lines, numbered bikes and 'ten green bottles' created by the childminder outdoors. Children count these and other items

independently, reciting numbers in the correct order, clearly having learnt this through the childminder's skilful teaching. Therefore, children make very good progress in all areas of their learning and development, and are very well-prepared for the next stage of learning, such as school.

The childminder places a high priority on ensuring that children in her care are secure in the prime areas of learning of personal, social and emotional development, communication and language and physical development. Children are emotionally secure because the childminder is warm and friendly and gets to know them well, providing them with appropriate levels of support according to their current needs. They develop socially through attending local toddler groups with the childminder, learning how to behave in different situations and with other children and adults. Children's language and communication is supported very well because the childminder listens, shows interest and responds to what the children are telling her. She supports them in extending their thinking further through open-ended questions and recalling previous events. A range of books are available which children can use at all times and the childminder has developed story sacks, to further enhance children's interests in favourite stories. The environment both indoors and outdoors, is rich in words and labels, developing children's understanding that printed words have meaning. Children have opportunities to draw and develop early writing skills through a varied range of resources available, such as crayons, pens, chalks and gloop. This ensures that children are well-supported in developing literacy skills. Physical development is supported through a range of opportunities to develop fine motor skills through cutting, painting and fitting together construction toys. During dough play, the childminder provides a range of tools such as rolling pins and cutters. She demonstrates to the children how to roll the dough between their hands to form different shapes, which they copy, delighting in their achievements. Daily opportunities for outdoor or physically active play, enable children to develop their larger physical skills.

The childminder promotes strong and open relationships with parents and carers. Parents contribute detailed information about their children's skills and interests when they begin with the childminder. They share what further skills they would like their child to develop. This enables her to get to know children's individual needs and personalities, and helps her identify their starting points on which to form the basis of her assessments of their progress. The childminder shares ongoing information with parents about their child verbally, through a weekly diary, and the progress check at age two, when appropriate. Parents regularly contribute to their children's assessment profiles, sharing what their child is able to do at home with the childminder. Partnership working is evident through the sharing of children's next steps, which can be worked through together. The childminder shares resources, such as story sacks, which parents can use at home, to further extend their child's learning and development. The childminder swiftly identifies any concerns regarding children's learning or development, working with parents to support the identified needs. Processes are in place to involve other professionals, with parental consent, should this be felt appropriate.

Children are happy, settled and have very positive relationships with the childminder, and one another. This is enhanced by the very good transition process in place, supporting children to settle into her home, according to their individual needs. Parents value the positive relationships that they themselves develop with the childminder and are particularly pleased about their children's high levels of happiness while in her care. The childminder is very sensitive to the emotional needs of the children and is highly aware that if they are emotionally secure, this will enable them to learn and develop. As a result, children confidently explore the environment and are motivated and interested in the learning opportunities provided by the childminder. The learning environments provided by the childminder both indoors and outdoors are child-focussed, supporting children to independently select and use resources of their choice, to develop their play. Resources available are age appropriate, of high quality and are chosen by the childminder to support the children's interests and all areas of their learning and development.

The information which parents share with the childminder about their child's routines and care needs prior to starting ensures that their needs are well-met from the outset. Routines are clearly developed, which means that even young children understand about mealtimes and nappy changing times. This meets their physical requirements and enables them to be ready for active play and learning. Meals and snacks are freshly prepared daily by the childminder and include a wide range of fruits and vegetables. The childminder has achieved a dental health award, which reflects in the quality of the food and drinks provided. She encourages the children to eat well, making them aware of foods which are good for them and those which are not. This supports children in their understanding of a healthy diet. Good hygiene routines are promoted as children have their hands cleaned by the childminder before eating and after messy play and are encouraged to wash their hands following nappy changes. However, children's independence skills could be promoted further, through consistently enabling them to wash their own hands before snacks and meals, and after outdoor play or messy activities. Physical exercise is promoted daily through outdoor play in the childminder's garden, visits to local parks, and attending activities at the local children's centre. This supports children to develop a positive attitude towards exercise and provides them with opportunities to challenge their physical skills and learn about how to keep themselves safe on large equipment.

Children are well-behaved as this is managed effectively by the childminder, who reinforces basic rules such as sharing, taking turns and being kind to one another. The children respond to the childminder's clear requests and instructions, respecting what she says to them. It is evident that she has taught them appropriate social skills as children can be heard reminding one another to use their 'listening ears'. Parents value the support that the childminder has given them on how to manage their children's behaviour at home, supporting consistency. As a result, children learn appropriate boundaries and what is expected from them. The childminder encourages children to challenge themselves and to take safe risks on new equipment or at different activities. She ensures that she is close by, in order to offer support or reassurance if this is required. However, there is scope to further support children's developing understanding of how to keep themselves safe, through the childminder explaining to them the consequences of their actions. For example, that climbing on furniture may result in them falling and hurting themselves. The childminder ensures that children are well-prepared for their transition to school through

developing their independence and self-help skills, numeracy and literacy skills, social skills with other children and adults and that they are able to listen and ask questions. Systems to share information with schools are in place, to support smooth transitions and ensure that the children's skills and progress are shared.

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

The childminder has ensured that she fully complies with all aspects of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded very well as the childminder has taken all reasonable steps to ensure that the safety of her premises and practices are given a high priority. She has a sound awareness of the signs that may cause her concern about a child's welfare and has undertaken child protection training. The childminder fully understands the importance of her role regarding the protection of children and seeking help and advice should that become necessary. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. Comprehensive policies and procedures are in place and are implemented effectively by the childminder. These are regularly reviewed, to ensure that they are up-to-date and relevant. In addition, she undertakes detailed risk assessments for her home and all outings. This ensures that the children are protected from harm, and that their health, safety and well-being needs are well-met at all times while in her care.

The childminder uses her thorough knowledge of the learning and development requirements, and observations of children's learning, to assess their abilities and monitor their progress. This ensures that she is fully aware of the current learning and development needs of each child and can identify any gaps in learning swiftly, in order to address these.

The childminder is committed to further improving her provision through reflection and self-evaluation. She values the views of parents, gained through questionnaires which help her to assess their levels of satisfaction with the service she provides. This has supported her in identifying areas of her provision which are strong and those which would benefit from further improvement. The childminder is keen to continue her professional development through attending available training through the local authority. Training such as 'Stoke speaks out' has clearly had an impact upon her practise in relation to communication and language with the children. It is evident through her interactions with the children and her positive use of language that the children's abilities in this area are extremely well-supported. In addition, parents comment that they are very pleased at the early language skills which their children have developed.

Strong partnerships with parents are developed from the outset of placements. Parents provide the childminder with information about their child through 'all about me' documentation and share their child's development and skills. This enables the childminder to meet the child's care and learning needs from the outset. The childminder shares a comprehensive welcome pack with parents, outlining her policies and the range of

activities and opportunities she will provide to support the children's care, learning and development. Ongoing information sharing through weekly diaries, children's learning journeys, the progress check at age two where appropriate and daily verbal feedback ensures that all are well-informed, to meet the changing needs of the children.

Partnerships are highly effective and enable parents and the childminder to work together to support children's progress in areas such as positive behaviour and developing communication and language. Parents hold the childminder in high regard and are very pleased with the noticeable progress which their children have made in their learning and development.

The childminder is aware of the importance of developing partnerships with other provision which children may move on to, such as school, and the importance of preparing children appropriately when moving on from her care. She is a member of a local childminding network who share good practice and activities, and receives support from a local authority officer to keep her regularly updated.

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	224472
Local authority	Stoke on Trent
Inspection number	948597
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	04/06/2009
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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