

Inspection date

Previous inspection date

17/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 well-cared for in a warm, welcoming family home, where they develop good relationships and attachments, which help them to feel safe and secure.
- Children enjoy a broad range of play experiences and activities that promote their learning and development effectively.
- The childminder is keen and enthusiastic. She monitors her childminding service to make continuous improvements for the children.
- Children benefit from the good partnerships that exist between the childminder and parents. Information is regularly shared to enhance children's care and learning.
- Safeguarding arrangements are effective in reassuring parents of their children's welfare and safety.

It is not yet outstanding because

- Children have few resources available to them, which enhance their knowledge and understanding of diversity and the wider world.
- There is scope to further develop children's early reading skills and interest in the meaning of words by enhancing environmental print throughout the setting.

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 viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her three children aged 10, 11 and 15 years, in a house in Tamworth, Staffordshire. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The family has four rabbits. The childminder attends a toddler group and local children's activity groups. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 10 children on roll. The childminder operates all year round from 7am to 7pm, Monday to Friday, including bank holidays. She is a member of the Professional Association of Childcare and Early Years.

What the setting needs to do to improve further

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

- increase resources that reflect today's diverse society and review the way in which these are used to help children gain a better understanding of the wider world
- enhance opportunities for children to begin to understand that print carries meaning, for example, by using words, signs and numbers to label resources.

Inspection judgements

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

Children play happily and enjoy attending the childminder's home. They benefit from an organised and stimulating learning environment. The childminder sets up the children's play environment to encourage them to make choices and to help themselves to toys and resources. She has a good understanding of the Statutory framework for the Early Years Foundation Stage and clearly understands that children learn through play, with guidance and support from adults. The childminder gathers valuable information from the parents before the children start about their preferences and capabilities. She uses this information alongside her own initial observations, to plan interesting activities that meet children's individual learning needs effectively. The childminder knows the children well and is able to talk about their skills and abilities confidently. She completes regular observations and assessments to help her plan for the children's next steps in their learning. The childminder tracks the progress of the children and her assessments of their learning are good. As a result, children are keen to learn and make good progress.

Children make good progress in their learning and development. They benefit from stimulating interaction and activities, which cover all the areas of learning. The

childminder provides a good range of age-appropriate toys. However, there is scope to increase the range of resources to support children's knowledge and understanding of equality and diversity. The childminder effectively supports children's progress. When talking with children, she makes good eye contact. She encourages babies to communicate with her through responding positively to their babbles and physical body language. This effectively promotes children's early communication and language skills. The childminder ensures all children are included in activities. For example, while older school aged children enjoy making Easter nests with a rice cereal and melted chocolate; babies are provided with the opportunity to use their senses to explore the dry rice cereal before a little melted chocolate is added to change the texture. Babies enjoy playing with a range of stimulating toys with buttons and flaps for them to press and turn. Challenge is provided as they are taught how to build a tower of stacking cups and learn how to knock them down. The childminder positively encourages new skills, for example, providing low-level equipment, which children can use to pull themselves up to a standing position and a helping hand to support them as they learn to walk. This promotes their physical development as they learn to move their bodies and strengthen muscles. Children regularly access the outdoors. The enclosed rear garden provides a wide range of resources with a choice of wheeled toys, a trampoline and small equipment, such as balls, which promotes children's physical development. Children have favourite songs and rhymes and access to a good range of books, which they enjoy sharing with the childminder. Older children have access to mark-making equipment. As a result, children are provided with opportunities to support them in learning to read and write. However, there is scope to improve opportunities for children to further develop their early reading skills and interest in the meaning of words by enhancing environmental print throughout the setting.

Parents are provided with daily exchanges of information verbally and in writing, which enables the childminder and parents to work consistently together. This promotes continuity in children's ongoing learning and development. The childminder uses the local area to enhance her provision. Children attend activities at local playgroups and go for walks in the local parks to feed the ducks and play on the equipment. This enables children to mix with others and develop their confidence. Consequently, children are developing the skills needed for the next stage in their learning.

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

The childminder provides a comfortable and relaxed environment, which is stimulating and welcoming to all children, who are clearly settled and feel secure. Sessions dedicated to settling-in the child provides the childminder and parents with time to exchange information and get to know each other. The care with which the children are nurtured ensures that warm, supportive relationships are established with the childminder. Children form good relationships with each other. For example, older children sing to babies and give them toys. The childminder is a good role model for children. She provides clear guidance to children on expected behaviour and they understand the boundaries within the setting, as a result they are well behaved. Children are supported to share and take turns during their play and to look after the toys. The childminder ensures that the environment is safe and secure and carries out thorough risk assessments of her premises.

and regular fire drills. She reminds children about keeping safe by encouraging them to tidy away toys to prevent tripping. Older children are aware of road safety and talk about why they use the crossing on their way to school. Consequently, children develop an understanding of risk and learn how to keep themselves safe.

Children follow the childminder's good example to learn effective hygienic practices, for example, ensuring they wash their hands before eating. Babies' nappies are changed and disposed of appropriately and children have their own individual clean bedding. The childminder promotes healthy lifestyles well. Children benefit from healthy and nutritious meals and snacks, such as raisins, cucumber sticks, ham sandwiches or a cooked meal. However, parents have the option of providing their child with a packed lunch. The childminder follows babies' feeding and weaning routines. She makes these times warm and caring with positive encouragement and praise. The childminder repeats the enthusiastic sounds the baby makes while eating. This encourages babies to enjoy their food. The childminder offers children regular drinks of water. As the baby reaches out for their drink, she supports this with warm praise and encouragement. This promotes children's early independent skills effectively. Children sit together for their meals and snack, which supports them to develop good social skills, in readiness for their future learning. The childminder encourages politeness and good manners.

Children benefit from plenty of age and developmentally appropriate resources. These are clean and maintained well. Children's coat pegs are clearly labelled, which promotes a sense of belonging. The environment is warm and welcoming. The childminder works effectively with parents to support smooth transitions to her care. When the children have been absent from her care for a while, she meets with the parents. This enables the childminder and parents to review their child's development and any changes to their individual needs. The childminder shares information with other settings and provides activities, which complement the learning and development of those children who attend more than one setting. As a result, the childminder is able to provide consistent care and experiences to children.

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

The childminder has an effective understanding of her responsibilities to meet the Early Years Foundation Stage requirements. She takes strong steps to implement these successfully with effective practices, such as written policies to share with parents. The childminder consistently monitors the learning and development experiences and activities she provides to children. This means that she has a good understanding of the impact these have on children's progress. The childminder demonstrates a good understanding of her role and responsibility in relation to safeguarding children and protecting them from harm. She is fully aware of the signs and symptoms of abuse and indicators that may highlight to her a concern. There is a child protection policy in place and she is fully aware of the procedure to follow should she have a concern about a child in her care. The childminder has attended a local authority safeguarding course to ensure she is up to date with current legislation and procedures. Suitability checks have been carried out and the childminder works within her permitted adult-to-child ratios. Risk assessment and good

supervision of the children ensure they are cared for in a safe environment. The childminder understands her responsibility to keep Ofsted up to date with any significant events that happen in relation to her childminding practice.

The childminder continually reflects on her service and can, therefore, recognise her strengths and areas for improvement. She is enthusiastic about the development of her practice, which offers very a flexible care arrangement to parents. The childminder is developing her process to monitor the educational programmes. She reflects on her planning and assessments and ensures the coverage of the areas of learning. The childminder completes self-evaluation of her practice and provision and takes good steps to improve her practice through further training to develop her knowledge and understanding. She has collected written feedback from parents and has had meetings with her local authority advisor who has provided further targets for improvement to be considered. This demonstrates the childminder's positive approach to continuous improvement that benefits the children in her care. Parents are very complimentary about the childminder and the service she provides. The childminder understands about working with other agencies and professionals where such additional support may be required to enable children to succeed and achieve.

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	EY448404
Local authority	Staffordshire
Inspection number	899440
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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