

Inspection date

Previous inspection date

07/05/2014

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

- The childminder builds close bonds of affection with children and actively promotes their learning through play. As a result, children make good progress in their learning and development.
- The childminder promotes children's welfare and safety with success. She ensures that children are safe in her home and on outings through the use of effective risk assessments and a secure knowledge of safeguarding children.
- Children receive the individualised care and support they need, therefore, the childminder works effectively in partnership with parents.

It is not yet outstanding because

- There is scope to develop even more effective ways of displaying print indoors and outdoors, so that children establish an enjoyment of literacy and learn that print carries meaning.
- There is room to provide more opportunities for planting and digging, to develop children's understanding even further about how things grow and change over time.

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 and interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of documents provided by the childminder.
- The inspector conducted a joint observation with the childminder.

Inspector

Vicky Orlando

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged three and four years, in a house in Blythe Bridge, Staffordshire. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a dog as a pet. The childminder attends a toddler group and activities at the local library. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are 6 children on roll. She operates all year round from 6am to 10pm to cover shift work, seven days a week, except family holidays.

What the setting needs to do to improve further

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

- extend opportunities for children to see print indoors and outdoors so that they begin to attach meaning to print and to develop their phonic knowledge and enjoyment of literacy
- provide more opportunities for planting and digging so that children can gain more understanding about how things grow and change across the seasons.

Inspection judgements

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

The childminder has a good and experienced knowledge of the learning and development requirements. She is well informed of children's skills through assessments. She ensures that she gathers important information about children, during the thorough settling in process, so that she can begin meeting their needs straight away. This allows for children to establish relationships with her and feel secure when they begin at her provision. For new children, the childminder arranges weekly meetings with them and their parents, they stay and play sessions at her home, so that children become used to her and the environment. During this time she gathers information from parents about children's routines and interests. This helps her to tailor her provision so it is familiar to the child's home routine. She continually assesses their abilities and notes their interests and development. As a result, planning and assessment is precise and meets their emerging needs and children make good progress. Additionally, they gain a wide variety of skills necessary to support their future learning. The childminder shares progress through a daily diary for parents to view and feedback their own comments. This gives them the opportunity to continue children's learning at home or share new skills with the childminder, which she can then build on in preparation for school.

The childminder has high expectations for children's learning and development. She readily picks up on the needs of those children who have been attending for a short period of time. This is demonstrated, for example, when one child who can stand for short periods of time, the childminder immediately observes this and plans opportunities to progress the child's physical skills. The child delights in the praise received when standing up and holding an object. A young baby is learning to sit up and is provided with equipment that supports this skill. The baby thoroughly enjoys the interesting range of sensory objects that are now within reach and can readily be explored. The baby responds by smiling and looks to the childminder when objects make noises. Children feel safe and secure in the childminders provision and enjoy trying new things in their play. They are active learners and enjoy access to resources, that capture their interest along with smiling responses to the childminders active encouragement and reassurance.

The childminder has created exciting areas in her home for children to access. Young babies enjoy the carpet area and exploring objects and blocks. There is an area for role play and books. However, there is scope to further extend opportunities for children to see print throughout the provision, this fosters an enjoyment of literacy and begins to show children that print carries meaning. Children at this provision also have access to a range of experiences outdoors. These include visits to local parks, toy libraries, children centres and different toddler groups. The childminder, is, however sensitive to the needs of children new in her care and gradually introduces such experiences when they are familiar with her provision and home. Children's emotional well-being is highly regarded and she makes every effort to ensure that children settle quickly and feel secure in her home.

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

The childminder knows the children well. She forms close bonds of affection with them so that they feel secure in her environment. Through her deep understanding of their starting points, taken from parents and regular meetings prior to starting, she can settle children quickly and encourage them to be confident in their play. The childminder respects the views of families and parents and carefully considers their needs. She offers flexible hours to suit the needs of parents who work shifts to provide consistent care to the children she minds. She discusses how she would work with families who speak English as a second language and strategies that would help her work with any children who had special educational needs/and or disabilities. The childminder has clear expectations for positive behaviour, therefore, children behave well. They show tolerance and respect for young children who attend the provision. She ensures that children are safe at all times. Her large outdoor facilities are securely locked. She undertakes effective risk assessments of the outdoors and outings and implements fire drills regularly, during times where a child is new to the provision. She puts effective measures in place in order to minimise any potential hazards and ensures she carries important contact information when on trips in the case of an emergency. The childminder supports children's understanding of how to keep themselves safe during outings and fire drill evacuations. Additionally, on walks to the local school they learn about road safety.

The childminder promotes aspects of hygiene and healthy living well. Hygiene procedures

are appropriate and children are provided with healthy meals and snacks. Young babies seen on the day thoroughly enjoy the independence of sitting in the highchair and learning to feed themselves. Skills of independence are fostered well. Children can access the outdoor area when they choose, which provides a range of opportunities in the large space. They have opportunity to learn about the care of animals and enjoy looking after the childminders pet rabbits and guinea pigs outside. There is an area for children to display their work outdoors and practise physical skills of climbing and jumping. Older children enjoy the 'football area' and have the space to move freely away from younger children, who can explore the remaining outdoor area. There is room to further extend opportunities for planting and digging so that children develop an understanding about how things grow and change through the seasons. The childminder is actively establishing links with the local school and teacher. They talk about school during their walks there in the mornings when she drops off and picks up older children in her care. She attends events that the school holds so that she can ensure children's transition to school is a smooth and familiar one.

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

The childminder is fully aware of her responsibilities to safeguard children. She is trained and knowledgeable about the procedures to take, should she have any concerns about children in her care. She also knows how to inform Ofsted of any significant events. As a result, they are kept safe from harm or abuse. Children learn the importance of road safety and leaving the house quickly in the event of a fire, as they develop an understanding of their own role.

The childminder ensures that her planning, observations and assessments meet children's individual needs. She monitors their development continually and provides information for parents daily through a variety of methods. These include discussion with parents, written information in daily diaries and also on 'flower petals' that parents can write down a new skill children have learnt or something they have shown interest in. She provides opportunities to extend learning and plans according to children's interests. Each child has a 'scrapbook' containing individual pictures or drawings that they can take home to show parents. Children feel valued at this provision and partnership working with parents is continually encouraged. The childminder successfully enables them to continue their learning at home due to the effective communication she maintains with parents. She regularly meets with a circle of childminders who arrange play dates at each others provision. This allows her to continually discuss and share good practice, which develops her knowledge and understanding even further. Her previous experience and training has a positive impact on her practice of planning for children's learning and development.

The childminder reflects on her provision and resources well. She has plans to improve, develop and strives to provide the best experiences for children that she can, using her improvement plan to help her achieve this. She demonstrates her willingness to work with other agencies and has established partnerships with the local schools, toddler groups and

other childminders to ensure that good practice is continually shared. This ensures that children's learning and development is successful.

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

Unique reference number	EY471692
Local authority	Staffordshire
Inspection number	943510
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	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.

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