

## Inspection date

Previous inspection date

13/05/2014

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 activities around children's interests, which means that they are motivated and engaged in stimulating learning opportunities. She makes sure that these are relevant by planning appropriate next steps for learning, through effective use of observations and assessment.
- Children's good physical health is promoted because the childminder ensures that they enjoy and learn in the outdoor play environment as well as in her home.
- Effective partnerships with parents mean that the childminder recognises and promotes the individuality of children to meet their needs effectively. Consequently, children are very happy and content as they form strong attachments to the childminder.
- Good safeguarding procedures are in place to make sure that children are protected from harm.

### It is not yet outstanding because

- There is scope to extend children's learning about different countries and cultures by providing resources which reflect and promote diversity.
- The childminder has yet to fully extend partnerships with schools and other settings in order to ensure that children's information is shared to support continuity of care and learning.

## 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 living room and the garden and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder and children.
- The inspector viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of the childminder, her self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

**Inspector**  
Carole Price

## 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 young child in a house in Stafford, Staffordshire. The ground floor of the property, the upstairs bathroom and the rear garden of the home is used for childminding. The childminder attends a local childminder group, local toddler groups and the local children's centre. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder visits the local shops, the library and park on a regular basis. She collects children from local schools and pre-schools. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays.

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

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

- enrich opportunities for children to learn about other countries and their cultures, for example, by providing resources, such as books and dressing-up clothes
- extend partnerships with schools and other providers to ensure that children's information is shared in order to support their care and learning.

## Inspection judgements

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

Children make good progress in their learning and development because the childminder is enthusiastic about her role. She knows how to motivate children in their play and learning. She has a secure knowledge of how young children learn and recognises that they develop at different stages and in various ways. The childminder finds out what children can do when they first start by asking parents to record their achievements and interests. She then effectively observes the children and monitors their progress. This is recorded in individual 'learning journey books', which show children are making good progress in all areas of their learning and development. The childminder observes children as they play and has an excellent awareness of each child's progress and stage of development. As a result, she is aware of any gaps in their learning and can address these in her planning. Children benefit from a stimulating environment in which they are able to make choices and freely access resources. However, there is scope to extend the resources available to promote different cultures and diversity, so children become more aware of differences. Children receive very good attention and have fun with the childminder. She is aware that children learn through play and makes sure that her activity planning is guided by children's interests and their preferred learning styles. For example, she identifies that children enjoy playing with different sensory materials and provides

cornflakes for children to investigate. They enjoy emptying and filling objects as well as pushing different vehicles on top of the cornflakes. This helps them make progress in their learning as they develop the skills of playing, exploring and thinking critically.

Children benefit from the time and attention the childminder gives to their care and learning, as she participates in their play, supporting their communication and language extremely well. They join in when the childminder sings popular nursery rhymes. The childminder uses different activities and skilful questioning to encourage their speech. For example, when playing with the farm she encourages children to make different animal sounds to match the appropriate animal. She then extends this by talking about which crops are grown on a farm, such as corn and how corn is used in cornflakes. Children like to select and share books while they are in the childminder's home and regular visits to the local library help them to develop a love of books and reading. Children's understanding of number and mathematical concepts is promoted well as the childminder supports them as they play, for example, by asking them to count how many sheep and cows there are. There are opportunities for children to develop their physical skills every day as they play in the childminder's garden or visit the local parks. Children enjoy looking for mini-beasts as they explore different areas of the garden. Children have resources that promote early mark-making skills, such as pencils and crayons. Through signs and labels around the home, children learn that print carries meaning. This supports young children's literacy development and helps prepare them for school.

The childminder has established very good partnerships with parents. She regularly shares information with them to enable children to settle quickly and happily. This may be through discussions, communication sheets or the children's learning and development records. Furthermore, there are opportunities for parents to comment on their children's achievements at home. This means that there is a two-way flow of information to provide continuity in children's learning. The childminder is fully aware of the progress check at age two, although has yet to complete one due to the ages of the children she cares for. Accurate observations show how children are developing consistently in their expected development bands and are acquiring the skills needed for their next steps in learning.

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

Children are happy and settled in the warm and caring family environment. They are clearly comfortable and at ease with the childminder and she meets their welfare needs well. For example, the gradual settling-in sessions mean that children are supported well during the initial move from home. The childminder spends time getting to know the children and their families very well. Children develop caring relationships with the childminder and this promotes their emotional well-being. The childminder creates a relaxed learning environment where children become independent learners who are well prepared for moving on to school. They show a strong sense of belonging as they move around the house and garden and help themselves to toys. Children make decisions about their play and ask for additional resources when they need them. The childminder provides a wide range of stimulating resources, both indoors and outdoors, to support children's development. Children play well with their friends and willingly share. For example, they happily take turns on the slide in the garden. The childminder has

successful strategies for managing children's behaviour and helps them to learn what is acceptable. For example, she enables them to have a say by giving them choices. She helps them to develop a clear understanding of the need to respect others. The childminder successfully supports children's individual needs. She gains information from parents when children start about their interests and care routines, including any medical needs or special dietary requirements, to ensure they remain healthy and safe.

Children learn about healthy lifestyles as the childminder encourages them to participate in physical outdoor activities, such as playing in the garden and regular trips to the park, where they enjoy playing on the swings or the slide. Children gain a clear understanding of the importance of a healthy diet as the childminder provides nutritious snacks and meals, teaching them about which foods are good for them. The childminder supports and encourages the children to learn how to eat independently and drinks are available at all times so they do not become thirsty. She promotes their independence skills as they are involved in preparing food, such as peeling bananas and making sandwiches. The childminder encourages children to develop effective hygiene routines. For example, they know to wash their hands before eating and after playing outside. Children are reminded to use their polite manners as they are encouraged to say 'please' and 'thank you'. Child-sized furniture is provided so that children can eat and play in comfort and safety. The childminder has attended the mandatory paediatric first aid course. This means she can effectively deal with any accidents or minor injuries.

Children learn how to keep themselves safe and to recognise danger. For example, the childminder talks to them about why they should not climb up the slide or play in front of the swing. The childminder's home is safe and secure as she undertakes daily checks and regular risk assessments. Children practise regular fire drills, which help them to learn about what to do in the event of an emergency. She ensures they learn to use tools, such as knives carefully. This enables them to learn how to keep themselves safe and develop skills to underpin their further learning. Regular visits to local toddler groups allow children the opportunity to play with other children and develop friendships, which also helps to prepare them for their next stage in learning.

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

The childminder has a very good knowledge and understanding of the learning requirements of the Early Years Foundation Stage. She successfully monitors the educational programmes to ensure that children make good progress. Although she has only been registered for a relatively short time, she has developed policies, documents and records that support her capable childcare practice. Her previous experience in childcare, and her more recent childminding training, has had a very positive effect on the quality of the environment and activities provided for children. The childminder is committed to improving her service. Through ongoing self-evaluation, she is able to identify areas of strength as well as those that she would like to develop further, such as developing the use of the garden. The childminder demonstrates she is open and willing to try new ways of working in order to continue to improve outcomes for children.

The childminder has a good understanding of the importance of keeping children safe and the safeguarding and welfare requirements of the Early Years Foundation Stage. She has recently completed safeguarding training and as a result, shows a thorough understanding of the correct procedures to follow if she has a child protection concern. A written policy is implemented effectively, which informs parents of her responsibilities. The childminder carries out robust safety checks that help keep the home safe and suitable for children. She maintains all the required documentation, including accident and medication records. This helps her promote children's welfare effectively.

The childminder has developed excellent partnerships with parents. The very close liaison with parents ensures that children's individual needs and well-being are a high priority for the childminder. She warmly welcomes them into the home and offers a very flexible service to meet their needs. Comments from parents are extremely complimentary of the childminder. For example, they say, 'my child has settled very well and is very happy to be with the childminder' and 'the childminder plans a good variety of activities for the children including arts and crafts'. These strong partnerships with parents support children's individual needs well. The childminder is aware of the benefits of sharing information with other early years providers, in order to provide continuity of care and learning for children. Links with other professionals, such as the local authority advisers, are becoming well established and ensure the childminder is continually updated on current childcare issues and trends. The childminder is also in the process of extending links with local schools and other providers, to promote continuity in children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY470409
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	943194
<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>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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