

Inspection date

Previous inspection date

16/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are making secure attachments with the childminder. There is warm interaction between the childminder and children.
- Children are developing their communication and social skills well, because the childminder is responsive to the children and shares their interest in play.
- The childminder praises and encourages children's achievements and efforts.
- Children enjoy their time in the setting as they independently access a range of toys and equipment that interests them.

It is not yet good because

- Monitoring of children's progress is not consistently thorough across all areas of learning. This means that progress is, therefore, difficult to measure across all seven areas of learning and gaps may not be identified and addressed.
- Arrangements are not fully in place for parents to contribute information about what their children are learning at home, so the childminder can take this into account when planning her activities and fully extend children's learning.
- Self-evaluation of the setting is not sufficiently robust and has not considered the views of parents and children in order to help raise children's achievements over time.
- Children's understanding of hygiene routines, such as hand washing is not fully promoted.

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 spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector observed several activities in the downstairs rooms and outside.
The inspector sampled a range of the childminder's documentation, including
- Disclosure and Barring Services checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
- The inspector acknowledged how the childminder works in partnership with parents

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 husband and three children aged seven years, three years and eight months in a house in Stafford. The whole of the ground floor, one bedroom on the first floor and rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a rigorous system to track progress across all seven areas of learning in order that children's progress can be accurately measured so that any interventions can be identified and addressed.

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

- increase the opportunities for parents to contribute information about what children do at home, and use this shared knowledge to inform future planning and fully extend the children's learning
- promote children's understanding of good hygiene routines, such as washing of hands through explanations and discussions
- develop the setting through the use of a self-evaluation process in conjunction with parents and children to raise children's achievements over time.

Inspection judgements

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

The childminder teaches children by playing alongside them and sensitively encouraging them to be actively involved. Teaching is, on the whole, effective as children benefit from a balance of adult-led and child-initiated activities. She interacts with children skilfully,

providing suggestions and offering ideas. This interaction helps children's learning and encourages children to concentrate. Children show their enjoyment as the childminder supports them in using the equipment outside, such as the water tray and the slide. She talks to the children as they play and introduces new vocabulary, without distracting from the task in hand. For example, she provides a commentary describing their actions as they play and splash in the water and empty and fill different containers. This supports children's physical development and demonstrates that they are gaining the skills to become independent learners. Children show their delight in exploring simple man-made equipment, promoting their awareness of technology. They press and push buttons to make different animals appear or to make sounds. The childminder uses praise effectively to build children's self-esteem. She also supports early mathematical skills by naming each shape as younger children play with the shape sorter. In the main, children have the basic skills they need for school or their next stage of learning.

The childminder has a satisfactory approach to organising activities to include most areas of learning. She gathers information from parents about children's interests and what they can already do during their admission visits. The childminder uses the information and knowledge that she obtains from observing children's play to plan next steps for their learning. This means that children are, on the whole, provided with a suitable range of learning opportunities. The childminder has an appropriate awareness of the need to complete the progress check for children aged between two and three years, although has not yet completed one due to the ages of the children she cares for. The childminder understands that it is a tool to support early intervention if required. Children are generally seen to be working within their typical range of development expected for their age. However, the childminder has yet to implement a system whereby progress is monitored consistently and thoroughly for all seven areas of learning, in order that any gaps in children's learning are identified and addressed with appropriate interventions. The range of resources that the childminder provides allows children to begin to make some independent choices about their play. The resources and activities that she provides support children's learning appropriately in most areas. The childminder uses outings to enhance children's social skills and their understanding of the world. For example, children visit local shops and parks. These activities help children to learn about their community and the different jobs that people do in society.

The childminder has established effective links with a local school, which means that children move to their next stage of learning with confidence. The childminder recognises the value of working in partnership with parents. She provides parents with verbal daily feedback about children's activities and routines and daily record sheets. However, opportunities to encourage parents to comment on children's achievements at home are not fully secure. This means that a two-way flow of information is not robust enough to provide continuity in children's learning.

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

The childminder's settling-in procedures are appropriate, as they enable her to engage with parents to find out about children's needs. Positive interaction shows that children are making secure emotional attachments with the childminder. Children are happy and

contented in the childminder's care as she gives them time and attention. They are safe and secure, as the childminder is responsive to their needs. The childminder implements effective safety measures in the home to enable children to enjoy the space and resources and learn about risk. These safety measures include ensuring the play equipment is suitable for its purpose. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards. This contributes to children's well-being and helps to ensure that children are safe.

The childminder's home is generally well resourced and overall there is a range of easily accessible toys and equipment across most areas of learning. This enables children with different learning styles to enjoy learning and this supports equality well for children. Resources available inside are, on the whole, accessible to children so they are able to confidently explore their surroundings. They enjoy finding out what they can do. Children behave well and are responsive to the childminder's positive language as she encourages them using phrases, such as 'well done'. This helps to build children's self-esteem and confidence. Children develop social skills as they mix with other children, this is further promoted by outings to clubs and parks.

The childminder takes some effective steps to develop children's understanding of healthy lifestyles. Children learn about healthy eating practices as they eat an appropriate diet and discuss healthy choices. The childminder makes sure that children enjoy fresh air and exercise each day. Children are encouraged to wash their hands after using the toilet, which helps to promote personal hygiene. However, the childminder does not always encourage hand washing at other times, such as before eating and explain and discuss the reasons why it is necessary. This means that there is scope to further promote good hygiene practices. The childminder makes a positive contribution to children's readiness for the next steps in their lives, encouraging them to be independent and to become confident young people. She liaises with teachers at a local school to share information about children's individual needs. This means that there is consistency and continuity of care to support the move between the childminder and the school.

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

The childminder has a suitable knowledge of safeguarding practice overall. The childminder knows what to do if concerns arise about children's well-being and she is familiar with local child protection safeguarding procedures to help keep children safe. Policies and procedures help ensure that parents understand the duty of the childminder to protect children. The childminder regularly reviews many safety checks around the home to ensure that any potential hazards are minimised. Children are supervised at all times. This enables them to play in safety.

The childminder has a generally satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. Children direct most of their own play with the childminder offering advice and making suggestions. The childminder organises her resources to ensure that children learn to be independent. However, the inspection found that planning and assessment systems to measure progress are not well embedded.

Despite this, the childminder demonstrates a willingness to improve her practice. She has attended several training events and is keen to implement new ideas and systems. However, plans are not sufficiently focused on identifying strengths and areas for improvement to raise children's achievements over time and do not routinely include the views of parents and children.

The childminder values working in partnership with parents and overall provides them with suitable information about the early years provision. However, there is scope for parents to become more involved with their child's learning and development. The childminder has formed relationships with a local school so that necessary information can be shared which supports continuity for children. The childminder recognises the importance of working in partnership with other agencies in order to help support children's learning and development.

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	EY458844
Local authority	Staffordshire
Inspection number	906565
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
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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