

## Inspection date

Previous inspection date

23/05/2014

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.
- The well-planned environment creates opportunities for children to promote their independence as they engage in activities both inside and outside, and feel settled and secure in the child-focused 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 opportunities for children's exploratory and investigative play in the natural environment.
- 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 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 the views of parents.

## Inspector

Carole Price

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Newcastle, Staffordshire. The whole ground floor of the house and the rear garden are used for childminding. The childminder visits parks with the children on a daily basis. There are currently four children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder collects children from the local schools and pre-schools. She operates all year round from 7am to 6pm, Monday to Friday.

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

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

- expand opportunities for children to explore and investigate the natural environment
- extend partnerships with schools and other providers to ensure that children's information is shared in order to support children's 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. The childminder uses a specific computer programme which details and records all children's achievements and tracks their progress. It shows that children are making good progress in all areas of their learning and development. The childminder observes children as they play and has a secure understanding and 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. 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, when learning about letter sounds, she reinforces this by asking whose name starts with the sound 'M'. Children are able to correctly identify 'Mummy'. She repeats this several times, including the letter sound of their first name, which helps to make the learning more meaningful and develops their thinking skills.

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. The childminder uses different activities and skilful questioning to encourage their speech and creative thinking. For example, when children decide to be magicians she encourages them to share their thoughts and ideas. She then extends this further by asking specific questions about the appearance of who and what they are wishing for, such as colour and size. Children like to select and share books while they are in the childminder's home, which helps them to develop a love of books and reading. Younger children's language skills are promoted effectively as the childminder uses appropriate vocabulary, such as single words for them to repeat. Through signs and labels around the home, of which several are in different languages, children learn that print carries meaning. This supports young children's literacy development and helps prepare them for school. 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 quantities of different objects. There are opportunities for children to develop their physical skills everyday as they play in the childminder's garden or visit the local parks. Children enjoy looking for different animals that visit the garden regularly. The childminder supports children's learning by having posters around the garden, naming the animals and also pictorial representation to help identify them. There is scope however, to further extend children's learning in the outdoor environment through use of natural resources for exploration and investigation. The childminder has already recognised this through her reflective practice.

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, which can be accessed securely by each parent online. 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 completed between the age of two and three years, 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**

During admission visits, the childminder gathers information from parents about their children's interests, likes and dislikes, as well as their individual care routines. She uses this information to plan activities that are developmentally appropriate and that children will enjoy. The childminder respects children's home routines. Consequently, they are happy and settled, demonstrating that they feel secure, and share warm, affectionate relationships with the childminder. Children feel safe and use the emotional security and confidence they gain from the childminder to explore their learning environment. Resources are stored at low level and are labelled with appropriate images to help young children making independent choices about their play. The childminder supports children's play and is sensitive to their individual needs. Children are relaxed and happy to cuddle

the childminder, as they share warm relationships with her. Parents comment about the setting being welcoming and that their child is safe and happy.

The childminder acts as a positive role model for children, treating them with respect and modelling the use of good manners at all times. She manages their behaviour in a way that is appropriate for their individual age and stage of development. The childminder reinforces positive behaviour through effective use of praise. She uses distraction techniques well to avert any negative behaviour from young children. The childminder has clear and consistent boundaries that children respect. For example, she encourages children to share the toys with each other and take turns. This means that children are acquiring the personal skills to help them when the time comes to move on to nursery and school. Daily exercise in the fresh air, as children use a range of equipment outdoors, enhances their well-being.

High standards of cleanliness are maintained throughout the home. Good hygiene practices at nappy changing time help minimise the risk of cross-infection, which supports children's health and well-being. Children are learning about the importance of washing their hands when appropriate, which supports their self-help skills. Children help themselves to water, which is freely available at all times. This promotes their well-being and independence. All children are encouraged to feed themselves at mealtimes and have freshly prepared food provided by the childminder or have a meal that parents have sent in from home. This demonstrates that the childminder respects families' dietary requirements, which aids continuity of home routine and supports young children's security. Snacks of fresh fruit help children to make positive choices about what they eat from an early age, which supports their good health. The childminder has resources, such as posters showing words in several languages, to promote different cultures and backgrounds. This ensures that all children are included and that their individuality and diverse backgrounds are valued.

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

The childminder has 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 life experiences and her more recent childminding training have 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 different activities in 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 of 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, 'The childminder is doing a fantastic job' and 'Keep doing what you are doing - it is perfect'. 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 advisors, 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>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY468491
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	944994
<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>	4
<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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