

Inspection date

Previous inspection date

11/06/2014

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

- Teaching is good because the childminder understands how to promote children's learning effectively through interesting and challenging activities which support their next steps. As a result, children make good progress in their learning.
- Parents have opportunities to share what they know about their child's learning from the start and to be involved in their child's ongoing learning. Good, ongoing communication means they can work together to meet the needs of the children.
- Children are happy and settled with the childminder and form close bonds with her. This supports their personal, social and emotional development and helps children to feel safe and secure in her care.
- The premises are safe and secure and the childminder is confident about the procedures to follow should she have concerns about children's welfare. This keeps children safe from harm.
- The childminder is keen and enthusiastic; she monitors her childminding service to make continuous improvements for the children.

It is not yet outstanding because

- The availability of meaningful text, symbols and numbers displayed in the environment is not always maximised. As a result, learning opportunities are sometimes missed.
- There is scope to develop children's independence further by providing opportunities for them to pour their own drinks.

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 held discussions with the childminder and spoke to children.
- The inspector carried out a joint observation with the childminder.
- The inspector checked the childminder's qualifications, evidence of suitability and her policies and procedures.
- The inspector took account of views from parents feedback forms.
- The inspector observed the children and looked at their individual files.

Inspector

Dawn Robinson

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 three children aged 11, four and two years, in a house in the Branston area of Burton-on-Trent, Staffordshire. The whole of the ground floor of the property and an upstairs toilet are used for childminding. There is an enclosed garden for outdoor play. The family has a dog and a guinea pig as pets. Currently, there are five children on roll, of whom three are in the early years age group. The childminder attends a local childminder group and toddler group. She visits the local shops, the library and park on a regular basis. She collects children from the local schools and pre-schools. She operates all year round from 7.30am to 6.30pm, Monday to Friday except for 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 further improve the quality of the early years provision the provider should:

- enhance the environment by providing meaningful print where children can learn about words and numbers, and which can support them in choosing resources independently. For example, by adding words and pictures to the storage boxes and displaying name cards
- extend opportunities for children to develop their independence by allowing them to pour their own drinks or be involved in the preparation of snack.

Inspection judgements

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

The childminder has a thorough understanding of the Early Years Foundation Stage. Children are happy and actively engaged. This is because the childminder provides children with a broad range of age-appropriate toys and activities which supports them to make good progress. She gathers information from parents during a planned settling-in period which enables her to identify clear starting points. The childminder regularly observes children and records her observations within their individual learning journals. These enable her to monitor and assess children's progress and identify any areas for development. She plans activities to meet the individual needs of the children and to support their future learning. The childminder demonstrates a good understanding of how to assess and record the progress of children between the age of two and three years.

The childminder's teaching is consistently good as she knows the children well and

provides activities which they enjoy in order to support their next steps in learning. For example, she provides opportunities such as writing in mud with sticks to support early writing skills. The childminder provides opportunities for the children to be creative and find out by experimenting while extending their learning through skilful questioning. As a result, children make good progress and are developing the skills needed in preparation for school. Her friendly positive teaching methods engage children who are excited to join in and results in them learning while they play. For example, children learn to use language related to money. They role play with the childminder in the ice-cream shop, buying lollipops and using money to pay for the items and give change. Children have lots of opportunities to engage in imaginative play and be creative as they delight in dressing up as an owl and a super hero. They make dens under the table and pretend to be in a cave with a bear, as they act out a favourite story. Children extend this play further as they explore their den using torches. The children receive praise and encouragement from the childminder, which develops their confidence and self-esteem. Regular trips to the park enable children to take risks and challenge their physical development as they try using larger equipment.

Parents are encouraged to look regularly at their children's learning journals, which include photographs and observations of the children's play, together with samples of work. These, together with detailed assessment of the child's learning and development provide a clear picture of each child's stage of development and show good progress over time. Parents are given the opportunity to take their child's learning journal home and add their own comments. Some parents contribute to the learning journal with photographs and details of achievements at home. There is regular sharing of information between the parents and childminder, verbally and through a communications book. This book is used by the childminder, parents and children to provide daily information. Children are encouraged to use the book to communicate with drawings and their own writing.

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

Children are at ease in the childminder's care and share warm relationships with her and her family. Children are confident to approach her to ask for help. As a result, children's emotional well-being is well-fostered. The childminder offers a comfortable, inviting and child-friendly environment where there is plenty of space for them to play and rest. Children have access to the lounge for quieter activities. The open plan kitchen, dining room and playroom is well-organised with a wide range of toys and equipment. Doors opening directly onto the enclosed garden provide free access for children to this area. Established care routines mean that children are encouraged to wash their hands after using the toilet and before meals. The childminder actively encourages the children to put on their own coats and shoes, supporting their preparation and readiness for the move on to school. However, children's independence is not fully encouraged as they are not provided with opportunities to pour their own drinks and be involved in the preparation of snack. Children sit at the table to have their meal and snack, which enables them to eat in a sociable environment with other children.

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. The

environment is stimulating and well-organised. Children have access to a wide range of resources and there are attractive posters displaying numbers and the alphabet. The majority of resources are stored and displayed at child height in canvas containers which the children can access independently. However, there is scope to maximise children's independence and free choice, for example, by using meaningful text and photographs on storage boxes to identify the resources inside. Children are encouraged to share resources and take turns, for example, to be the shop keeper. They work cooperatively together as they tidy up and put away the toys. Daily opportunities for fresh air and exercise are provided for the children during their walks to and from school and when playing in the garden. Children are taught how to keep safe through regular practising of fire drills and being reminded of road safety as they walk to school. Thorough risk assessments are used to support the safety of children in the setting and on outings.

The childminder works closely with parents to gather relevant information which supports a smooth transition into her care. This enables the childminder to identify clear starting points and plan activities based on each child's interests. The childminder takes children to local amenities, such as the library. Some of the children attend the local pre-school where they are able to socialise with their peers. Children become familiar with the teaching staff and the school buildings when they collect older children from school. The childminder has established good relationships with local schools and childcare settings. This means that information is regularly shared and enables the childminder to complement the children's learning and development. Furthermore, this provides continuity and supports children as they move on to the next stage of their learning.

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

The childminder is aware of her role and responsibility, in relation to safeguarding children and protecting them from harm. She has completed safeguarding training and is aware of the signs and symptoms, which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Consequently, her knowledge of appropriate child protection procedures is secure. The childminder is aware of her role and responsibility in relation to safeguarding children and protecting them from harm. She has completed safeguarding training and is aware of the signs and symptoms which would alert her to any child protection issues. In addition, she is confident about the action she would take if she had a concern about a child in her care. Consequently, her knowledge of appropriate child protection procedures is secure. Comprehensive and well written policies carefully outline her procedures and responsibilities. Written risk assessments are in place, which clearly demonstrate how the childminder addresses any potential hazards to ensure children's safety is promoted at all times. Children are only released into the care of authorised individuals and all adults living in the home have been appropriately vetted. Children are protected in the event of an accident as the childminder has a current paediatric first-aid certificate. As a result, children are cared for safely and their well-being is supported effectively.

The childminder has a good understanding of her responsibility in meeting the learning and development requirements. Children are offered a very varied range of interesting and

challenging experiences to enable them to make good progress. The childminder effectively monitors children's progress and adjusts planning to reflect any changes in their interests or needs. She ensures that all areas of learning are covered and next steps in children's learning are highlighted. As a result, children's progress is monitored and assessed consistently. The childminder recognises her strengths and has clear plans in place for further improving the setting. For example, she plans to develop the outdoor area to include an all-weather gazebo. This will enable children to access a range of activities in the outdoors throughout the year.

Relationships with parents are good. They are warmly welcomed into the setting and have positive relationships with the childminder. Parents receive information about their child's activities during the day and their views are requested through parent's questionnaires. Parents comment that the childminder is 'supportive and accommodating' and their children 'thrive in a homely environment'. All important information, such as the certificate of registration, is displayed for them to see. The childminder understands about working with other agencies and professionals when 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
--	------------

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	EY471409
Local authority	Staffordshire
Inspection number	974357
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

