

Inspection date

20/06/2014

Previous inspection date

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 has good teaching skills, and a good understanding of the learning and development requirements of the Early Years Foundations Stage. As a result, children are supported to make good progress in their learning and development.
- The childminder develops effective partnerships with parents, which contributes to promoting continuity in children's care and learning.
- Children are kept safe because the childminder is vigilant to ensure her home environment is safe and secure. She has a good understanding of child protection issues, which also contributes to keeping children safe.
- The childminder is sensitive and skilful in her interactions with children. She forms secure attachments with children, promoting their emotional well-being.

It is not yet outstanding because

- The childminder has not placed an extremely sharp focus on the prime areas of learning, in order to support children to make rapid improvement in their 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 childminder's lounge, dining room and garden.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector interacted and spoke with children present, and took account of the written views of parents.
- The inspector looked at a range of documentation which included suitability of adults and safeguarding.

Inspector

Christine Armstrong

Full report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three children aged 10, seven and three years in Lichfield, Staffordshire. The whole of the property with the exception of two bedrooms is used for childminding. She collects children from local schools and pre-schools. There are currently five children on roll, one of whom is within the early years age range and attends full time. The childminder operates during Staffordshire term time, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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:

- support children to make rapid improvement in their learning, by placing an extremely sharp focus on the prime areas of learning, particularly relation to children under three years.

Inspection judgements

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

Teaching is good and children are well prepared for school and their next steps in learning. The childminder has a good knowledge and understanding of how children learn and how to effectively support all of the seven areas of learning. She provides children with lots of experiences that encourage them to explore and find things out. She encourages children to take an interest in all that they see, hear, smell and touch. This leads to children developing high levels of fascination, motivation and concentration. For example, the childminder actively supports children's investigation of the natural world. This includes using resources, such as ice cubes, so that children can see and feel the changes that take place to water as the ice cubes melt. It also includes visits to local woods, canals, garden and nature centres. As a result, children come into close contact with small and large animals, such as peacocks and fish, and they see sights, such as bluebells growing in abundance, providing a sea of colour and smell. In the garden children are encouraged to take a walk around the flower beds to see any of the changes that have taken place, such as the lavender flowers growing, which children touch and smell. As a result, young children become familiar with and can identify small creatures, such as bees and the noise they make. The childminder provides lots of opportunities for children to learn how they can express themselves. This includes taking part in lot of mark-making and creative activities, regular music and movement sessions, and imaginative play that is inspired by a variety of resources. This helps children to make links in their experiences, test ideas, and find new ways of moving and doing things.

During these types of activities, the childminder uses lots of effective strategies to support children's communication and language skills. She uses simple statements, such as 'this one smells nice'. She talks about what the children are doing and seeing, and she introduces new vocabulary in this context, such as bush, big and number. She provides simple directions for children to follow and she asks and encourages children to answer simple questions, such as 'where has it gone? And 'what shall we do with it? The childminder listens carefully to and responds well to what children are saying, giving them time to think and repeating and adding words onto what they have said. These approaches are effective in supporting children's listening skills and pronunciation and understanding and use of words.

The childminder undertakes regular observations and summary assessments of children's achievements, which demonstrate the good progress children make. She is successful in including parents in this process, which supports children's home learning and ensures assessments are accurate. The childminder identifies and plans for children's next steps in all seven areas of learning. This helps her to shape her interactions and activities so that they are well-matched to children's stage of development. However, identifying next steps, from all seven areas of learning, means that an extremely sharp focus is not placed on the prime areas of learning, particularly in relation to children under three years. As a result, the childminder is not yet supporting children to make rapid improvement in their learning.

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

The childminder supports children's emotional well-being effectively. She develops warm and caring relationships with children, helping them to settle and separate happily from their parents. The childminder develops effective partnerships with parents, which contributes to supporting children's well-being. For example, parents provide the childminder with family photographs, which are used to make family books. Throughout the day, children can look at their books, supporting their sense of self and security, and ensures their family experiences are reflected in the provision. Daily written diaries and time spent in discussion, with parents, on arrival, ensures the childminder is alert to any changes in children's well-being, which she responds to effectively.

The childminder is effective in encouraging children to develop and enjoy positive relationships with each other. This helps children to develop their social skills and also contributes to them developing a sense of belonging. The childminder sets and maintains clear boundaries, which children respond well to. As a result, children behave well and learn to share and take turns, which ensures they enjoy a harmonious environment. Children benefit from regular outings into the community and local children's venues, helping them to develop confidence in new situations. The childminder is aware of the importance of working in partnership with other provisions children may attend, in order to ensure continuity in their care and learning.

Children benefit from daily opportunities to play in the fresh air and become active. During these times, the childminder ensures children are developing awareness, about the

importance of staying safe and healthy. For example, she talks to children about the need to apply sun protection cream and have regular drinks of water. The childminder provides a good variety of healthy meals and snacks, and she grows vegetables with children in her garden. This helps children to develop an interest and liking of healthy foods, which helps to protect their future health. The childminder takes children to indoor soft play areas and outdoor parks that have large play equipment. These activities provide physical challenges to children, helping them to gain an understanding of risk in a safe environment. The childminder creates a stimulating learning environment in her home and garden. This supports children's choice, independence and confidence. It also supports children's ability to explore, which further supports their understanding of risk.

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

The childminder has an in-depth understanding of how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. This is demonstrated through her clear and comprehensive range of policies and procedures, which are shared with parents and implemented consistently to ensure children are safeguarded at all times. As a result, all aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments. This ensures children can move freely and safely, supporting their development. Parents are informed of the childminder's legal duties and responsibilities with regards to child protection issues. The childminder understands the possible signs of abuse, and knows what to do and who to contact if she was to have a concern about a child in her care. This contributes to ensuring children are safeguarded. All the relevant documents and paperwork, necessary to help ensure a safe and secure environment for children, are in place and well-maintained.

The childminder is enthusiastic and keen to continually enhance her provision, which is already of good quality. She has undertaken robust and accurate self-evaluation. She develops very positive partnerships with parents, and this includes actively seeking and acting upon their views about the service she provides through questionnaires and daily discussions. Written feedback from parents shows complete satisfaction in the quality of the provision. She regularly reviews all of her written policies, to ensure they are fully compliant with requirements and fully implemented. She regularly attends a childminder group and is part of a childminding quality partnership, which means she attends regular forum meeting that promote best practice. As a result, the childminder is fully familiar with what good quality care and learning is, and she has been successful in ensuring that she is delivering this to children in her care. This includes establishing effective systems to monitor children's progress, and providing an educational programme that has depth and breadth across the seven area of learning. Although the childminder does not care for children with learning difficulties or/and disabilities, she is aware of the importance of working in partnership with other professionals to ensure children are fully supported.

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	EY444822
Local authority	Staffordshire
Inspection number	885105
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	

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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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