

Inspection date	20/06/2014
Previous inspection date	13/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 Early Years Foundation Stage. She plans activities around children's interests, meaning that they are motivated and engaged in stimulating learning opportunities.
- 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 which promotes their emotional well-being.
- Good safeguarding procedures are in place to make sure that children are protected from harm.
- The childminder is enthusiastic and dedicated to her role. She reviews her practice and makes positive changes which bring about improvements for children.

It is not yet outstanding because

- The childminder has yet to fully extend partnerships with other early years providers to ensure that children's information is shared to support continuity of their learning and development.

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 playroom, and interactions between the childminder and the children during their play.
- The inspector conducted a joint observation with the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, including planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, her self-evaluation form, risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector took account of the written views of parents.

Inspector
Carole Price

Full report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and eight years, in a house in Stafford. The ground floor of the property, the upstairs bathroom and the rear garden of the home are used for childminding. The childminder attends local toddler groups. 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 8am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. She is a member of 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:

- extend partnerships with other early years providers to ensure that children's information is shared, in order to support their learning and development.

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 and dedicated to 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 by completing termly reviews, whereby she assesses what has been achieved. This is recorded in individual 'learning journeys', which show children are making good progress in all areas of their learning and development. The childminder observes children as they play, and has a good 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, on the whole, are able to 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 children express an interest in animals, she includes this in her planning by considering different resources and activities. The childminder encourages children to initiate their own play as they investigate the different animals and sort them into different categories, sometimes matching similar sizes and colours. 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 animals, she encourages children to make different sounds that match the appropriate animal. She then utilises every opportunity to extend children's speech and language, by commenting upon what they doing and asking open questions about different animals and their features. 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 animals there are. She then extends this by encouraging children to compare sizes, and identify which animals are bigger or smaller. 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. There are opportunities for children to develop their physical skills every day as they play in the childminder's garden or visit the local park. Children have resources that promote early mark-making skills, such as pencils and crayons. The childminder encourages children to discuss what they have drawn and written, which gives importance and meaning to their efforts. 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 completes the progress check for children between the ages of two and three years, and shares this with parents. 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 means 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 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, in order to support children's development. She 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.

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 with a football. Children gain a clear understanding of the importance of a healthy diet as the childminder provides nutritious snacks, teaching them about which foods are good for them. Parents provide packed lunches for children which the childminder stores appropriately. 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. The childminder encourages children to develop effective hygiene routines. For example, they know to wash their hands before eating. Children are reminded to use their polite manners as they are encouraged to say 'please' and 'thank you'.

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 reminds younger children to wait for help, before climbing onto the chairs at the dining table. 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 resources which are age appropriate, and reminds younger children not to put objects into their mouths. 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 them 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 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. The childminder is committed to improving her service, and is constantly reflecting and reviewing her practice. Following recommendations raised at the previous inspection, the childminder has addressed these by purchasing new resources to promote different cultures and beliefs. She has also developed the way in which she now assesses children's progress and achievements. 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 undertaking further training to further develop her knowledge. 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. There are appropriate policies and procedures in place, which are all shared and signed by all parents when their child first starts at the setting. This means that parents are fully informed of the procedures followed by the childminder. 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 made good progress'. These strong partnerships with parents support children's individual needs well. Links with other professionals, such as the local authority advisers, are well established, ensuring the childminder is continually updated on current childcare issues and trends. The childminder is aware of the benefits of sharing information with other early years providers, in order to provide continuity of learning for children. However, she has not yet approached other settings children attend to obtain this information, to compliment and continue the support they receive.

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	EY308852
Local authority	Staffordshire
Inspection number	877941
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	13/03/2009
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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