

<b>Inspection date</b>	20/06/2014
Previous inspection date	21/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 provides a safe and secure setting. Robust risk assessments are carried out to minimise any potential hazards to children. Children are safeguarded as the childminder understands her responsibilities regarding child protection, and knows what to do if she had concerns about a child in her care.
- The childminder has a secure knowledge and understanding of how children learn. She provides interesting and challenging experiences that meet the needs of children. This, along with the good quality teaching practice, means that children make good progress in their learning, in relation to their starting points.
- The childminder has a good understanding of the strengths and weaknesses of her setting, and involves parents and children in the setting's self-evaluation process. As a result, the capacity to continually improve her service is good.

### **It is not yet outstanding because**

- There is scope to further strengthen the communication links with parents, to enable them to support continuity of children's learning when they are at home.

## 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.
- The inspector checked evidence of suitability and qualifications of the childminder, and discussed the childminder's self-evaluation and improvement plan.
- The inspector viewed areas used for childminding and held discussions with the childminder throughout the inspection.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector conducted a joint observation with the childminder.

## Inspector

Karen Laycock

## Full report

### Information about the setting

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children, aged six and 10 years, in Newcastle, Staffordshire. The whole of the ground floor is used for childminding. The family has a dog as a pet. The childminder attends a toddler group. She visits the library, local parks and museums on a regular basis. Children do not have access to outdoor facilities at the setting, but the childminder visits the local parks daily. There are currently two children on roll, one of whom is in the early years age group, and they attend for a variety of sessions. The childminding provision operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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

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

- strengthen further the communication links with parents, for example, by encouraging and enabling parents to support continuity of children's learning when they are at home.

## Inspection judgements

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

The childminder demonstrates a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage. She uses this knowledge to observe and effectively plan for children's learning needs. She has discussions with parents prior to children joining her to find out about each individual child's interests, what they know, like and can do. The childminder talks to parents regularly, and shares children's observations and assessments with them. However, there is scope to strengthen the communication links with parents to enable them to further support their child's learning at home. The childminder observes the children, takes photographs and makes informative notes, which she includes in children's development folders. Good priority is given to the prime areas of learning for children under two years of age. Children learn through activities that cover the seven areas of learning, which are carefully planned to support children's interests and learning preferences. The childminder regularly monitors children's learning to help her to identify any gaps. As a result, children make good progress in their learning and development. The childminder completes the progress check for children aged between two and three years, and she provides a written summary to parents.

The environment supports children to lead their own play as they select resources from a variety of easily accessible toys. Children help themselves to resources which support their small physical skills and promote their early writing skills. These include, pencils, pens,

crayons and felt pens, which children use to draw pictures of their favourite characters and to make marks. Teaching is good as the childminder knows when to intervene, and how to support and extend children's learning opportunities. The childminder fosters children's language development well through many conversations as she joins in their play. This is because she constantly talks to them about what they are doing and introduces new vocabulary such as, 'temperamental'. Children repeat these new words, and this is acknowledged and supported by the childminder. This reinforces that their efforts are important, consequently, they increasingly experiment with the words they have learned. The childminder asks the children thought provoking questions such as, 'where could the wolf have gone?' and 'how do you think you will get to the airport?' This helps to promote children's thinking skills and language development. Children have access to many books, to ensure that they see words in print and to promote their early literacy skills. Children's mathematical skills are promoted as they learn about size and shapes as they take part in a creative activity. The childminder joins in their play as they explore and investigate electronic shape sorters, pushing buttons and turning knobs. The childminder ensures that resources are available to match children's individual interests. She is skilled in adapting activities to suit the children's level of ability and development. This means that the children are motivated learners, keen to be engaged in the activities.

Children have good opportunities each day for fresh air and exercise. For example, they travel by public transport to a local museum to join in craft activities. Afterwards, children have opportunities to play on the larger equipment at the local park, where they learn to take risks and learn to keep themselves safe. Children are encouraged to learn to share toys and play together, in preparation for the later move on to nursery and school. As a result, children make good progress in their personal and social development skills. Children demonstrate that they are confident and are developing the skills and attributes they need to be ready for school. For example, they demonstrate listening skills, and are learning to follow instructions as they put away their own bag and remove their shoes when they arrive.

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

Children develop secure bonds and strong attachments with the childminder. This is due to effective settling in procedures and information gathered from parents, about children's starting points and individual routines. Children bring in their favourite toys from home, which reassures and helps them to feel secure. As a result, children settle quickly and happily into the childminder's setting. They are confident to explore her setting, and seek emotional support from her when they need this. The childminder gives children her individual attention, helping to ensure that each child feels valued. This helps to emotionally prepare children for future transitions, including school.

Children enjoy playing with the resources available and are encouraged to lead their own play. This builds their confidence, promotes their independence and enhances their learning opportunities. The childminder is a good role model, treating children with kindness, politeness and respect. The childminder provides opportunities for the children to meet up with larger groups of children to further develop their social skills. She displays children's work around the setting, to promote their self-esteem and inform the children

that their work is valued. The childminder ensures that children are aware of her expectations regarding their behaviour in her setting. For example, she has clear house rules, such as sharing and not running in the house. This supports children to respect one another and understand appropriate boundaries. Consequently, children are well behaved and develop good social skills. This, along with the childminder developing their literacy and communication skills, helps prepare children for the later move to school.

Healthy lifestyles are promoted as the childminder encourages children to eat a healthy diet and try different foods. She discusses with the parents, prior to children starting at the setting, her expectations for a healthy packed lunch. Children are supported well to develop an awareness of their own toileting needs, and the childminder reminds them to wash their hands as necessary during the day. Consequently, children are developing a secure understanding of the importance of healthy lifestyles. The childminder is vigilant about children's safety. She supervises them well at all times, and supports children to learn to manage risk and keep themselves safe. For example, the childminder explains why they cannot go into the water during the pond dipping activity. The childminder enables children to take safe risks under her close supervision, such as when using larger equipment at the local park. In addition, she teaches them how to board the bus safely during outings. Systems are in place for parents to share information with the childminder about any health or dietary issues the children may have, and there are thorough records maintained for accidents and any medication administered. Teaching strategies to prepare children for school include supporting their independence and self-care skills. This includes learning to dress themselves through role-play activities, and helping to set the table for snack and lunch times.

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

Children are effectively safeguarded because the childminder has a secure knowledge of the possible signs of abuse, and the procedures to follow should she have concerns about children in her care. All adults living on the premises have been vetted and are suitable to have contact with children. The safeguarding policy is shared with parents, so that they understand the childminder's role in protecting children from harm. Parents are fully informed of her duty of care through effective policies and procedures, which are shared with them from the start of any care arrangements. A written safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The childminder has carefully considered the use of mobile telephones and cameras, and this is included in her policy. Detailed, written risk assessments and daily checks promote children's safety in the setting and during outings. This helps to ensure that children are well protected from harm.

The childminder uses her thorough knowledge of the learning and development requirements, as well as observations of children's learning, to assess the children's abilities and monitor their progress. This information, alongside their current interests, is used to plan for each individual child's needs. As a result, all children are making good progress towards the next stage of their learning. Children benefit from a broad range of planned experiences, based on their individual needs, supporting them to make progress

in all areas of their learning. This reflects the childminder's commitment to achieving the best possible outcomes for children. She has a clear commitment to improving the service she provides. The childminder has a focused improvement plan, which clearly identifies areas where improvements have been made and those still requiring further development. For example, she has previously identified that the playroom does not fully meet the needs of the children currently attending. As a result, she has removed play equipment and furniture. Consequently, she has been able to extend her resources to better match the interests of the children attending.

The childminder accesses training support from other agencies to further develop her skills and knowledge. She meets with other childminders and local groups. This provides opportunities to share good practice and continue her personal professional development. She encourages parents to express their views on the care of their children to use for the continual development of the service she provides. Children express their opinions on her practice when they voice impromptu comments such as, 'I really love it here'. Effective partnerships with parents are established from the onset of placements. However, there is scope to further strengthen partnerships with parents, in order to further support children's learning and development at home. Currently, the childminder does not provide care for children who attend other settings. However, she demonstrates, through discussion, how she intends to develop effective partnerships with other provisions, when the time comes.

### **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>	EY346122
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	873435
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/10/2008
<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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