

Inspection date

Previous inspection date

25/06/2014

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

- Children enjoy being creative and exploring the stimulating indoor and outdoor environments, which have been created by the childminder according to their individual interests. As a result, children are motivated and thoroughly enjoy their learning.
- The childminder places a high priority on safeguarding children. Robust risk assessments, stringent safety procedures and the development of strong relationships ensure all children feel safe and emotionally and physically secure.
- The childminder demonstrates a strong commitment to continually developing her skills and the experiences for children. She seeks support from other early years providers and training events to extend her knowledge and skills.

It is not yet outstanding because

- There is scope for the childminder to focus more sharply on the views shared by parents with regards their children's learning, when completing children's ongoing assessments, in order to fully support partnership working and to enhance children's 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 lounge, garden and kitchen and completed joint observations with the childminder.
- The inspector took account of the views of parents and carers shared verbally by the childminder.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records, self-evaluation and a range of other documentation.
- The inspector checked evidence of suitability of the childminder and her partner and qualifications of the childminder.

Inspector

Dianne Adams

Full report

Information about the setting

The childminder was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged three and seven years, in a house in Cannock. The whole of the ground floor of the premises is used for childminding and children access an enclosed garden for outdoor play. The family has a pet cat. The childminder attends local toddler and activity groups and takes and collects children from local schools and pre-schools. She visits the shops and park on a regular basis. There is currently one child on roll. This child is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 8am to 6pm, 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:

- extend assessments made of children's learning, to include the views of parents, in order to enhance children's overall learning and development.

Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn and play. She plans a wide range of fun and exciting play opportunities, using a different theme each month, linked to children's individual interests. For example, children enjoy exploring things that move linked to their interests in cars and trains. This ensures children are well-motivated and make good progress in their learning towards all the early learning goals. Children are confident to explore the stimulating indoor and outdoor environments, in which they successfully develop the characteristics for effective learning. For example, children confidently select from the wide range of interesting resources, which are stored within their easy reach. This enables children to make good choices in their play and develops their self-confidence and independence. Children demonstrate that they know things exist when out of sight as they try and take off the lid of a basket full of play resources, indicating their preferences. In addition, children anticipate specific time-based events very well. For example, they show great excitement when the doorbell rings at the time parents are expected to take them home.

The childminder provides children with lots of opportunities to be creative and to investigate different media and materials, such as, water, paint and collage materials. She interacts very well with children and joins in the fun of exploration, which helps to extend their learning. The childminder uses children's interest in cars and trains very well to capture children's curiosity and motivate them to maintain their focus on an activity. For example, to support children in the development of their physical skills, the childminder

offers children a selection of wooden vehicles to use with paint outdoors. Children are supported by the childminder to place the vehicles in the paint and they watch intently as the childminder shows them the marks being made on paper. This supports their early writing skills. Children become engrossed in their play and use sounds, such as 'brrrm', when playing with toy cars. The childminder skilfully extends their language skills by repeating what they say and introducing new words, for example, by saying 'yes, it's a car'. The childminder also supports children very well to understand the world around them. For example, children benefit from seeing photographs of themselves and their families within the environment and thoroughly enjoy participating in community events. They join in the fun to celebrate the opening of a local park, where they develop their social skills as they interact with family members, such as grandparents. Children show an increasing fascination for technology and seek out play resources with buttons, flaps and simple mechanisms. They concentrate well as they push the keys on a musical instrument, anticipating the repeated sounds and flashing lights. Children show their enjoyment as they rhythmically move their bodies to the music.

The childminder has high expectations of children based on clear assessment of their emerging skills. She continually observes children at play and uses the information to monitor the good progress they make. This is clearly recorded in each child's development folder and supports the childminder to successfully prepare children for their next stage in learning and for school. The childminder engages well with parents and encourages them to share information about their children's learning in a variety of ways. For example, at the beginning of the placement parents complete an informative 'All about me' document, which details children's lifestyles, interests and learning. However, communications that occur with parents throughout the placement, with regards to children's learning, are not fully utilised by the childminder to assess and enhance children's learning on an ongoing basis.

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

The childminder provides a relaxed and welcoming environment. Well-established daily routines enable children to form happy and strong attachments with the childminder and her family. This effectively promotes children's emotional and physical well-being. The childminder ensures children experience a smooth and gradual move from home into her care. As a result, children settle in their own time and demonstrate that they feel safe, secure and at ease. The childminder becomes familiar with children's routines and learns how to meet their individual care needs in partnership with their parents. For example, the childminder uses a nappy cream, which is produced by a child's family member and is preferred by parents, as it contains natural ingredients. Children are also supported to gain confidence in other social situations, such as attending local toddler and activity groups with the childminder. This ensures children develop strong relationships with other adults and their peers. As a result, children are emotionally well-prepared for their next stage in learning and for school.

Children are learning to behave well in the childminder's home. They demonstrate they are confident in the environment as they safely explore their surroundings, both indoors

and outdoors, showing respect for their environment. The childminder provides children with clear messages about the importance of a healthy lifestyle. She ensures children benefit from healthy and nutritious snacks and foods, which include plenty of fresh fruit and home-made dishes. Children develop their self-care skills well as they are encouraged to feed themselves with their fingers or spoon and drink from a beaker with increasing ability. The childminder provides children with plenty of opportunities to access fresh air and exercise. They enjoy planned activities outdoors, such as painting and develop their physical skills as they play ball games.

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

The childminder demonstrates a good understanding of her responsibility to ensure the safeguarding, welfare and learning and development requirements are met well. She gives high priority to safeguarding children and protecting them from harm. The childminder demonstrates a good understanding of child protection procedures and develops her knowledge by attending training in this area. She shares well-written policies and procedures with parents, which are reviewed and updated regularly and are effective in practice. All aspects of the premises, both indoors and outdoors, are subject to thorough risk assessments. The childminder has successfully identified and minimised all hazards within the environment, which ensures children are able to enjoy a safe, secure and supportive environment. In addition, she is assessing risks as they occur throughout the day. For example, she checks with the postman that the contents of a parcel are safe, before she accepts it into her home.

The childminder monitors children's learning well and has a strong knowledge of how children learn and develop. Therefore, children flourish and make good progress in their learning. The childminder demonstrates a strong commitment to continually improving her skills. For instance, she develops her ideas to support children's creative skills by attending local activity and toddler groups. She also welcomes support from the local authority and has attended training in areas, such as first aid. She uses self-evaluation to successfully monitor the quality of her setting and to identify areas for future improvement. For example, she acknowledges the greatest improvement made since registration, has been the skills she has developed to effectively observe, assess and plan for children's learning. To ensure she continues to improve her skills and experiences for children she intends to complete online training seminars with regards to understanding children's behaviour and understanding two-year-olds.

The childminder establishes strong bonds with parents and encourages them to share their views and opinions with regards to the service she provides. Parents know the childminder well and daily conversations indicate they are completely satisfied with their children's care and learning. Parents benefit from an informative welcome area in the hallway. They access their children's development folder which contains artwork completed that day and their children's daily diary sheets. This keeps parents well-informed of what children have enjoyed doing and encourages them to continue their

children's learning at home.

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	EY468050
Local authority	Staffordshire
Inspection number	952209
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	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.

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.

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