

Inspection date

Previous inspection date

03/07/2014

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

- The childminder and her assistants have a very good understanding of how children learn and develop. They use this to accurately plan adult-focused and child-initiated activities that are based around children's interests and next steps for learning.
- Teaching strategies are good. Children are given time to explore and experiment in their play while being supported through effective questioning and demonstrations that enhance their learning.
- The childminder and her assistants demonstrate strong relationships with the children. As a result, the children are happy and settled and engage well with activities.
- Children are supported well in their understanding of how to keep themselves safe. They are reminded of dangers and the need to consider others' safety during play.

It is not yet outstanding because

- Supervision is informal and does not give staff the opportunity to discuss confidential issues which may arise.
- Children's understanding of healthy eating and the effects of physical exercise on the body are not always promoted effectively.

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 interactions between the childminder, her assistants and the children during play.
- The inspector held discussions with the childminder, her assistant and the children.
- The inspector looked at documentation including a range of policies and procedures, risk assessments, planning and children's developmental records.
- The inspector conducted a tour of the premises.

Inspector

Lynsey Hurst

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 husband and child aged one year in Cheddleton, Leek. She uses the whole of the ground floor of the premises and an upstairs bathroom. There is a large enclosed garden area. The childminder has ducks, chickens, ferrets and two dogs, which are not present when children are minded. The childminder uses local parks on a regular basis. She operates all year round from 7am to 6pm Tuesday, Wednesday and Thursday, and 7.30am to 5pm Monday and Friday, except for family holidays. There are currently eight children on roll, all of whom are in the early years age range. The childminder employs three assistants. The childminder is a member of the Professional Association for Childcare and Early Years and holds a foundation degree.

What the setting needs to do to improve further

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

- strengthen the supervision process to ensure that staff have the opportunity to discuss sensitive issues, should they occur
- help children to develop an understanding of why physical exercise and a healthy diet are important to support their health and well-being.

Inspection judgements

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

The childminder and her assistants have a very good understanding of how children learn and develop. Children are offered a good range of planned adult-focused and child-initiated activities that support children's interests and next steps for learning. Activities are differentiated to ensure all children's needs are met. Children have comprehensive developmental journals that are made up of initial starting points from parents, observations, photographs and accurate assessments. These support the childminder and her assistants in providing children with activities that build on what they already know and can do. Parents have opportunities to share learning that occurs at home and are involved in the timing and completion of the progress check for children aged between two and three years. Parents are encouraged to share this with the health visitor to support them with the health developmental check. The childminder tracks children's progress in order to close any gaps in their learning, should they occur. Effective monitoring of the educational programmes ensures that all seven areas of learning are included successfully.

The quality of teaching is good. The childminder and her assistants offer a rich learning environment, both indoors and outdoors, which covers all areas of learning. Resources are accessible for children to make their own choices and become active learners. This supports children's independence, personal, social and emotional development. Early communication is supported through the introduction of new vocabulary, questioning and demonstration to support and develop children's understanding. For example, during a sensory play activity, very young children are introduced to language, such as 'crinkle', 'shake' and colour names while being shown how to use the equipment to gain the desired effects. Children are given time to explore and experiment during their play to build on prior learning. Mathematics is taught through everyday routines, such as introducing counting and size during play. For example, while playing on climbing equipment, children are encouraged to count the number of steps.

Children are making good progress in their learning and development as they are provided with a range of activities that are suitable for their needs. They are involved in growing and planting activities to further their understanding of growth and new life. The childminder keeps chickens and the children regularly collect eggs. She takes children on regular visits to the park or places of interest that further enhances their learning and development.

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

Children are happy, confident and settled in the childminder's care. This is because she uses effective settling-in procedures that are based around the individual needs of children and their families. As a result, children develop secure attachments and are happy and settled. The childminder and her assistants know their individual needs very well. She works closely with parents to effectively support individual care routines and needs to ensure continuity. The childminder visits children at local community groups to help to build relationships prior to children starting in her care. The childminder and her assistants are good role models and ensure that children are developing an understanding of respect and manners through daily routines and behaviour. Children are well behaved and share experiences together. The childminder and her assistants give clear indications as to how children are expected to behave and encourage them to take turns and think about others when playing. For example, when children squabble over equipment, the childminder reminds them that all children want to play and that sharing and taking turns enable this to occur fairly.

Children have access to a range of healthy snacks and meals. Social development is promoted at mealtimes as the children sit together with the childminder and her assistants and share experiences. However, discussions around healthy diets and lifestyles are not always fully supported. The childminder and her assistants follow good hygiene routines and these are discussed as they occur. For example, they talk about the need to wash their hands before meals, after playing outside or collecting eggs from the chickens to support children in their understanding.

The childminder's home is safe, secure and welcoming. Children have access to a range of resources, both indoors and outdoors, that support their learning and development. The

childminder and her assistants support children's emotional development through strong key-person relationships. This ensures that children are well prepared for their next stage of learning, such as moving on to school or other settings.

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

The childminder and her assistants have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This helps them to ensure children are kept safe and are protected from harm. The childminder is well organised and maintains all the required paperwork, such as children's information and a record of their attendance. Policies and procedures are robust and these are shared with parents. There are comprehensive risk assessments in place that ensure the environments, both inside and outside the home, are safe. The childminder and her assistants supervise the children well and take effective safety precautions. For example, the chickens, ducks and ferrets are housed securely at the top of the garden and are not accessible to the children without an adult. The family dogs are not in the home when minded children are present.

The childminder and her assistants monitor children's progress consistently and have a good awareness of their abilities and skills. Well-thought-out planning ensures that all areas of learning are covered and that the needs of individual children are met. Accurate assessments of children's progress help to identify aspects of learning where individual children may need additional support. This enables the planning of effective interventions to ensure gaps are closing quickly. The childminder ensures that training for herself and her assistants is up to date and uses additional training to support the provision. The childminder monitors her practice through effective self-evaluation to help identify strengths and weaknesses in the provision. She seeks feedback from parents through questionnaires and daily communication methods to evaluate her practice. The childminder supports her assistants through supervision and planned appraisals. However, due its informal nature, the supervision does not give the assistants opportunities to discuss any sensitive issues that may arise.

Partnerships with parents are good. The childminder shares information with parents through newsletters and daily communication. Parents share information regarding children's learning at home to support the childminder and her assistants to plan suitable activities that meet the needs of children. Partnerships with external agencies and other providers are not yet fully established. However, the childminder demonstrates a good understanding for the need of these relationships in order to support children's learning and development consistently.

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	EY472863
Local authority	Staffordshire
Inspection number	950348
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	24
Number of children on roll	8
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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