

<b>Inspection date</b>	19/05/2014
Previous inspection date	01/08/2013

<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 has good teaching skills and a good understanding of the Early Years Foundation Stage. She provides a wide range of experiences, in order to support children's learning.
- Children's good physical health is promoted because the childminder ensures that they have fun and learn in the outdoor play environment as well as in her home.
- 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.
- The childminder is keen to improve her knowledge and skills to enhance her service and does this through undertaking training and development courses.
- There are robust safeguarding procedures in place to make sure that children are protected from harm.

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

- Opportunities are sometimes missed for children to further enhance their early literacy skills. For example, by making the environment rich in print by providing labels and signs on resources and equipment.

## 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 spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector observed several activities in the downstairs rooms and outside.  
The inspector sampled a range of the childminder's documentation, including
- Disclosure and Barring Service checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
- The inspector acknowledged the views of parents.

## Inspector

Carole Price

## Full report

### Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged nine and six years in Stafford. The whole of the ground floor and the rear garden is used for childminding. The family has one pet rabbit. The childminder attends various toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis, and collects children from the local schools and pre-schools. There are currently eight children on roll; of whom, one is in the early years age group and attends for a variety of sessions. The childminder operates all year round, from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a Foundation Degree in Early Childhood Studies and has just completed a full degree. She has Early Years Professional status and is a member of the childminder network within the local authority.

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

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

- make the environment rich in print, for example, by providing labels and signs for resources and equipment to support children's early literacy skills.

## Inspection judgements

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

Children enjoy both adult and child-led activities helping them to learn and practice their skills. Learning is extended to outings around their community. The childminder extends young children's learning by showing them new ideas and then encouraging them to try and have a turn. For example, she sits on the floor next to a toddler and models how to play the fishing game by using the fishing rod to catch a fish. The childminder slowly demonstrates it, explaining what she is doing to support young children's understanding. She then encourages a young child to take alternate turns with her, as they catch the fish together. The childminder uses praise effectively to build children's self-esteem. This supports children's physical development and demonstrates that they are gaining the skills to become independent learners. The childminder uses effective language and questions as she encourages the child to match the fish with pictures of other sea creatures on the board. She focuses on vocabulary as she names the different colours of the fish. The childminder also supports early mathematical skills by encouraging the child to count the number of fish and supports her in doing this. The childminder's effective teaching is ensuring that children are well prepared for their next stage of learning and in readiness for school.

Children are meeting expected levels of development for their age. They show skills in

independent learning and make choices within their play. They show they feel emotionally secure and enjoy the company of the childminder who supports play and learning well. Children are able to move freely between the indoor and outdoor environment and have access to resources for their self-guided play. However, there is scope to enhance both areas, by providing signs and labels on resources and equipment, so children learn that print carries meaning which helps to develop their early literacy skills.

The childminder has a good understanding of child development. She is able to talk confidently about the children and their capabilities. She understands their different natures well. The childminder has an appropriate awareness of the need to complete the progress check for children between the ages of two and three years and that it is a tool to support early intervention if required. There are strong partnerships with parents. The childminder is friendly and builds long-term relationships with them. As a result, children stay for long periods and younger brothers and sisters take up places. Journals and informal discussions help the exchange of information with parents. Parents share their hopes and concerns for their children and are fully involved in helping the childminder prepare for children's learning and welfare needs. The childminder is able to measure children's development from a clear starting point, showing progress across the areas of learning. Assessments provide parents with information on how well their children are doing towards expected targets. The childminder makes suggestions to support children's continuing development which parents follow up at home.

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

The childminder works with parents to ensure children manage the changes between home and the provision. They work on separation and attachment issues, helping children build secure relationships, so they are ready to learn. The childminder helps children build skills in social situations. She shows children how to be kind and polite towards each other by being kind and polite to them. Children respond positively and this helps them as they gain skills in understanding the needs of others, as well as sharing and taking turns. Children behave in a way that suggests that they understand how to play safely. They treat resources with respect and help to tidy these away after play. Children understand boundaries set for them, with regard to 'house rules' and respond to the childminder's expectations. They gain an understanding of others and their differences.

Children are learning to be independent in all that they do. They increasingly develop self-care skills, such as being able to feed themselves. Effective hygiene practices are developed through regular hand-washing routines. Daily fresh air and exercise is promoted, as the childminder makes good use of the garden and other community outside spaces. Visits to local parks and shops enhance children's understanding of the wider world. Children have access to a range of climbing equipment and push or ride-on toys to play with in the garden, which help children's physical development. Children have recently planted fruit and vegetables, with the support of the childminder, so they can explore how food grows. The experiences children receive help them to understand how to live healthy lives.

Overall, the learning environment both inside and outside provides children with first-hand

experiences, to support their learning and development. Children grow in confidence. Their independence increases leaving children emotionally prepared for the next stage in learning within either a childcare setting or school.

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

The childminder is knowledgeable about safeguarding issues and has a good understanding of what to do if she has concerns about a child. She has a safeguarding policy and procedure in place which includes the use of mobile phones and cameras. She is aware of how to keep children safe and how to minimise risks in order to promote children's safety. She has amended her outings policy and lost child policy to state that children will either be in a pushchair or reins will be used, when on outings. She is aware of her responsibility to notify Ofsted if there are any significant incidents. She has recently reviewed all of her policies and procedures along with risk assessments in order to further promote children's safety.

The childminder has a good understanding of the learning and development requirements. She helps children make good progress in their learning through skilful teaching and first-hand opportunities to practise skills. Overall, assessments are accurate. The childminder provides parents with precise information about children's development, helping them understand and support targets for future learning.

There is an ongoing reflection of the service provided, where the childminder takes account of parents' and children's views. The childminder works with her local network coordinator on quality improvement and is regularly visited for assessments. She has a foundation degree and Early Years Professional status and values ongoing training; actively seeking out learning opportunities for herself. This develops her understanding and skills. She shows aspirations to continue to develop her provision's inclusiveness, meeting the changing needs of the families who use her service. The childminder recognises the importance of smooth transition arrangements for the children's next phase in their learning, by establishing links with local nurseries and schools.

### **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

<b>Unique reference number</b>	EY275520
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	974431
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	01/08/2013
<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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