

### Inspection date

Previous inspection date

25/07/2014

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's teaching is rooted in a good knowledge of how children learn. She plans and provides a varied range of activities to support the individual interests and next steps for each child. This ensures that all children make good progress.
- Comprehensive policies and procedures relating to health and safety and safeguarding are implemented effectively by the childminder. This ensures that the health, safety and well-being needs of the children are very well met.
- The childminder is highly committed to further enhancing the quality of her provision through self-evaluation and ongoing improvements. This has a very positive impact upon the quality of the environment and the opportunities she provides for the children.
- Good partnerships with parents are established from the onset of placements. This ensures that effective information sharing takes place, to meet the changing care needs of each child.

#### It is not yet outstanding because

- Resources for children to self-select, to support all areas of their learning are not always accessible to them in the outdoor areas.
- There is scope to improve the very good two-way flow of information about children's learning priorities with other providers, such as nurseries, when children attend more than one setting, to ensure continuity of 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 and the outside learning environment.
- The inspector discussed the learning intentions of an activity outdoors, led by the childminder.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability of the childminder and her family, her self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the childminder's own parent survey.

## Inspector

Sharon Lea

## Full report

### Information about the setting

The childminder was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two adult children in a house in Silverdale, Newcastle-under-Lyme. The whole of the ground floor, one bedroom and bathroom on the first floor and the front and rear gardens are used for childminding. The family has rabbits, fish and a dog as pets. The childminder attends local toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder is also registered to offer overnight care for two children at any one time. The childminder operates all year round and offers flexible care to meet family needs. This includes weekend cover by prior arrangement. She holds a BA Honours degree in early childhood studies and is a member of a local childminding network and the 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:

- enhance opportunities for children to self-select resources, such as writing and drawing materials in the outdoor areas, to enable more spontaneous experiences, further supporting their good progress.
- develop further the arrangements for sharing information and partnership working with other providers, such as nurseries, when children attend more than one setting, in order to fully complement children's 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 thorough knowledge of the learning and development requirements for the Early Years Foundation Stage and uses this knowledge to observe and effectively plan for children's learning needs. She regularly assesses children's progress, sharing their achievements with parents through an online learning journal system. This helps her to identify any gaps in the children's learning and to share their identified next steps, to support further progress, regularly with parents. The childminder has a good understanding of how children learn and how to support this learning through her skilful teaching. Through her identification of each child's interests and appropriate next steps to challenge their learning further, she provides a range of interesting and purposeful learning opportunities. For example, when children develop an interest in

dinosaurs, she plans a wide range of activities, linked to all areas of learning. This promotes children's social and communication skills and understanding of the world as they discuss the different species, what they ate and animals which are descendants of the dinosaurs. Mathematics and literacy are promoted through the use of paper roll, to mark out the height of the dinosaurs, identified from books, giving the children a perspective on their size and scale. Opportunities to develop physical skills and express themselves through art and design are provided through creating fossils with clay and model dinosaurs, painting large pictures of dinosaurs and making dinosaur jam tarts. This demonstrates the childminder's understanding of the different ways in which resources and activities can be provided to meet the varying needs and interests of the children in her care. Consequently, children are enthusiastic and highly motivated learners who make good progress in their learning and development and are well prepared for the next stage of learning, such as school.

The childminder places a high priority on ensuring that children in her care are secure in the prime areas of learning. As a result, their personal, social and emotional development, communication and language and physical development is strong. Children are emotionally secure because the childminder is warm and friendly and gets to know them well, providing them with good levels of support according to their current needs. They develop socially through activities which promote sharing and turn-taking skills and opportunities to socialise with larger groups of children and new adults at community groups. Children's language and communication is developed well, because the childminder listens, shows interest and responds to what the children are telling her. The childminder joins children in their play and fosters their language development through many conversations. She prompts the children to develop their listening skills, through alerting them to a beeping sound she can hear. When she asks the children what they think could be making this sound, they suggest a range of different vehicles until one child correctly identifies that it sounds like a lorry going backwards. This prompts her to ask what else they can hear outdoors. The children listen intently, responding with, 'birds', 'the wind', 'cars' and 'a dog'. This demonstrates the childminder's understanding of the importance of children being able to discriminate between different sounds, a valuable skill in early literacy development. Literacy development is further promoted, by acting out favourite stories. For example, the children search for a bear and walk through grass, water and other sensory mediums, to enhance their experience. A range of books are available for daily story sessions and children are able to select these independently when indoors, if they wish. The childminder provides resources to enable children to draw and support their early attempts at mark making and writing. This ensures that children are well supported in developing literacy skills, preparing them well for the next stages in their learning. Physical development is supported through a range of opportunities to develop fine motor skills through cutting, painting and drawing. Daily physical play, enables children to develop their larger physical skills.

The childminder is very friendly and promotes a strong and open relationship with parents and carers. She has discussions with parents prior to children joining her, to find out about each child's interests, what they know, like and can do. This enables her to get to know children's individual needs and personalities and helps her identify their starting points, on which to form the basis of her assessments of their progress. The childminder shares ongoing information with parents about their child verbally and through a daily diary,

which parents can also use to share information from home. She is fully aware of the need to complete the progress check between the ages of two and three, when appropriate. Parents can view their child's development through an online system at any time and they receive e-mail alerts to let them know when new information has been added. The childminder values the knowledge that parents have of their children's needs and works in partnership to support areas, such as behaviour management, promoting consistency for the children. Parents express that they feel very well informed about their child's day and their development and are very pleased with the progress that their children have made while in her care.

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

The childminder gives high priority to children's emotional well-being. She provides settling-in sessions, which are flexible and arranged to meet the individual needs of each child and their family. Consequently, the move from home to the childminder's care is smooth and children settle quickly. Parents provide the childminder with detailed information about their child's care routines and likes and dislikes. This means that children's needs are well met from the outset, helping them to develop a strong bond with her. As a result, children are confident to explore her home and seek emotional support from her when they need this. The childminder has a calm, caring and patient manner and she ensures that each child receives her individual attention, helping each child to feel valued. Children's behaviour is very positive as the childminder is a good role model, who treats them with kindness, politeness and respect. This results in the children learning how to behave socially and develop friendships with others, alongside learning how to negotiate turn taking and playing amicably together. The development of these social skills and the emotional enrichment children receive contributes well to their preparation to other settings and to school.

The childminder provides a variety of good quality resources which are appropriate to the needs of the wide age range of children attending. Children are able to freely select these and the childminder has produced a photograph album of toys in storage, which the children can look through and select alternatives, if they wish. Resources support all areas of learning, are of good quality, and appropriate for the age range of children attending the setting. However, when the children prefer to play outdoors, the resources for children to self-select, which support all areas of their learning are not always accessible to them in the outdoor areas. For example books and writing materials, to support their good literacy skills further. In spite of this children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. The children have the use of two different outdoor areas at the childminder's home. One area enables them to test out their physical skills through riding bicycles and scooters. The other provides opportunities to play with natural resources such as water, sand or mud and to play games, such as hide and seek together. Children are supported well with developing their understanding of how to keep themselves safe. For example, when climbing the tree in her garden, they discuss how high it is safe to climb and what might happen if they climb higher than this. Further

opportunities to take safe risks under the childminder's close supervision are provided through visiting local parks, to use larger equipment. In addition, during outings the childminder reinforces road safety and the importance of staying close to her at all times. The childminder is vigilant about children's safety and she supervises them well at all times.

Healthy lifestyles are promoted as the childminder encourages children to eat a healthy diet and to try different foods. Children select from a variety of fresh fruit at snack times. They happily discuss with the childminder their favourites and take on board her encouragement to try different fruits, to develop their tastes. The childminder enables the children to help to prepare meals and snacks, developing their physical skills as they use child-safe implements, such as knives. For example, they spread butter on their sandwiches and add healthy fillings, such as ham and salad. This helps to develop their independence skills, alongside attending to their own toileting and hand washing needs as soon as they are able. Hygiene is very well promoted as the childminder reminds the children to wash their hands after messy play or using the toilet and before snacks and meals. 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 for accidents and any medication administered.

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

The childminder has a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. She uses her knowledge well to ensure that her home and garden are safe and secure to protect children from harm. The childminder has a sound awareness of the signs that may cause her concern about a child's welfare. She has undertaken child protection training and fully understands the importance of her role in protecting children and seeking help and advice should that become necessary. 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. The childminder undertakes risk assessments for her home and all outings, which she reviews regularly to ensure that they meet the current needs of the children attending. She has effective safety measures in place to minimise any risks to children and checks these regularly to ensure they remain safe. Fire evacuations are practised monthly and the childminder supports the children's understanding of why this is important, to keep them safe. All of these measures in place help to ensure that children are well protected from harm.

The childminder is highly qualified, to degree level and continues her professional development through attending local authority training when available. She is also a member of a local childminding network where she attends regular meetings to share good practice and to update her knowledge. The childminder uses her thorough knowledge of the learning and development requirements, and observations of children's learning, to assess their abilities and monitor their progress. This information, alongside their current interests, is used to plan next steps to extend their learning and

development. As a result, children benefit from a broad range of planned experiences, which support them to make continuous progress in all areas of their learning. The monitoring of children's progress has a very positive impact upon the quality of her environment and the opportunities she provides for the children. This reflects the childminder's commitment to achieving the best possible outcomes for the children. The childminder has carried out a thorough evaluation of all areas of her practice and is fully aware of her strengths and areas of her provision which she can improve upon. She encourages parents to express their views on the care of their children through questionnaires and welcomes their feedback, to support her self-evaluation and continual development. Improvements are ongoing, to ensure that children make the best possible progress and enjoy their time in her care.

Strong partnerships with parents are established from the onset of placements. This enables the childminder and parents to work together, to support their children's progress and meet their changing needs effectively. Parents share their satisfaction regarding the high level of care provided by the childminder and the good progress that their children have made while in her care. Ongoing information sharing through daily diaries and an online learning journal system ensures that all are well informed, to meet the changing needs of the children. The childminder is fully aware of the importance of developing partnerships with other provisions which children may move on to, such as school, and the importance of preparing children appropriately when moving on from her care. She shares transition documents with the settings which children move on to, detailing their progress and areas requiring further support. However, there is scope to improve partnerships with other settings that children attend by sharing information about children's learning priorities with other providers, such as nurseries. This ensures greater continuity of care for the children and enables the childminder to fully complement children's learning and development.

### **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>	EY467860
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	955260
<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>	not applicable
<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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