

Inspection date

Previous inspection date

13/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder finds out about children's interests. As a result, she provides a range of experiences, toys and resources that help children to learn through play.
- The childminder places a high priority on building close relationships with children, resulting in them feeling secure to investigate their environment. This reinforces their self-confidence and emotional well-being and prepares them well for the next stage in their learning.
- The childminder has attended appropriate safeguarding training, in order to ensure her knowledge of child protection issues is secure.

It is not yet good because

- The childminder has not obtained written parental permissions for children to take part in outings. As a result, children's welfare is not always protected.
- Children are not always supported in making as much progress as possible. Ongoing observation and assessment is not used effectively to match all activities to children's learning needs or to identify gaps in their development.
- Parents are not sufficiently engaged in working in partnership with the childminder. As a result, continuity for children's care and learning is not always promoted.

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 and spoke to children at appropriate times while they played.
- The inspector checked evidence of suitability of the childminder and family members.
- The inspector spoke to the childminder about the daily routines, children's individual learning and how she helps children to learn more.
- The inspector looked at policies, risk assessments, children's records and a range of other documentation.
- The inspector looked at evidence of self-evaluation and the childminder's action plan for improvements.

Inspector

Kim Barker

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 husband and two children aged one and four years in Tamworth. The whole of the ground floor, including toilet facilities and one bedroom, is used for childminding. The childminder visits local parks regularly as her garden is currently not used for outdoor play. The family has four goldfish. The childminder collects children from the local schools and pre-schools. There are currently three children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm Monday to Friday, except for family holidays. She holds a National Vocational Qualification at Level 3 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that written parental permission for children to take part in outings is obtained
- ensure that knowledge and understanding of the learning and development requirements is developed, so that ongoing assessment is used effectively to identify particular gaps in children's development so early intervention can be sought if necessary, and so that activities provide appropriate challenge for all children to help make best progress.

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

- support parents in being more involved in their children's ongoing learning and progress, for example, by encouraging them to share their views and improving the exchange of information that enhances children's learning and development at home.

Inspection judgements

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

The childminder has a sound awareness of the Early Years Foundation Stage. However, some aspects of learning are less well planned for, as the childminder has not yet consolidated her knowledge of the learning and development requirements. She collects useful information from observations of children's play, and uses this as a starting point for how she will support them to learn more. As a result, the childminder provides a range

of adult-led and child-initiated activities that are generally developmentally suitable and based on children's interests. This helps children to learn through play. The childminder skilfully encourages older children's creativity and thinking, using open-ended questions to help them consider what they will do next. For example, children collect food items together in a basket to go on a picnic, and the childminder helps them to think about where they will go and how they will get there. Through meaningful interactions, she further extends their imaginative play, helping them to make train tickets and consider what else they will need for the trip. As a result, children play cooperatively and begin to represent their own ideas as they act out a story as part of a group. This activity promotes learning in various areas of development, including expressive arts and design and understanding of the world.

The childminder makes some clear observations of children's achievements and is beginning to highlight particular areas to focus on, for future learning. However, the childminder is not yet skilled with using this information precisely to identify particular gaps in children's development and to seek early intervention if necessary. As a result, she is not always able to accurately match planning to children's next steps, in order to plan for children's individual learning needs. Therefore, although children are learning through their play, they are not always supported to make good progress. Nevertheless, the childminder's open-plan living space ensures that children have easy access to a broad range of toys and resources. As a result, they are actively encouraged to make individual choice from the resources available. For example, babies and toddlers begin to play cooperatively with a treasure basket containing sensory resources. Through meaningful interactions, the childminder uses good levels of descriptive language to support children's curiosity. Self-confidence grows as children engage in this purposeful and developmentally appropriate child-initiated play.

Parents are informed about their children's progress through a daily diary and verbal handovers that include information about what their child has done during their day. However, this information links more to care than learning. While the childminder fully understands and is committed to working in partnership with parents, there are fewer opportunities to engage all parents in sharing information about their children's interests, likes and dislikes at home. As a result, parents are not always successfully engaged or involved in their child's ongoing learning and progress or in helping them to know how to support their child's learning at home. The childminder supports children's curiosity and independence sufficiently so that they begin to develop social skills in readiness for the next stage in their learning. For example, there are many close meaningful interactions and regular opportunities to engage in conversation with the childminder and other children, promoting communication and language development and supporting personal, social and emotional development.

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

The childminder shares a range of information with parents that covers all aspects of the safeguarding and welfare requirements and ensures that they feel welcome in her home and confident in her abilities. This allows her to engage parents appropriately to gain the necessary information needed. This results in children's individual needs being considered

when planning for their attendance. To further promote the move to her care, the childminder offers settling-in sessions to help children to feel safe and secure. This promotes their personal, social and emotional development in forming relationships. For example, parents comment favourably that their child 'holds out their hands for the childminder to pick them up when they arrive in the mornings'. The childminder has a good awareness of children's emotional needs and places an emphasis on building attachments with children. For example, the childminder's open-plan living area means that children are always within sight so they can check back for reassurance as they play. This reinforces their sense of belonging, and results in children being confident to explore and investigate their surroundings.

Healthy lifestyles are promoted as the childminder includes regular opportunities for physical play on trips to the local park. This ensures they get fresh air and exercise and develop their physical skills. However, the childminder is in breach of a legal requirement as she has not obtained written parental permission for children to take part in outings. Nevertheless, the childminder generally promotes children's safety through regular, recorded risk assessments. Childminding areas of her home have been assessed and appropriate steps taken to minimise potential risks. As a result, children move safely within the areas available to them, encouraging independence. Children learn about keeping safe as the childminder ensures that safety gates prevent them from entering the kitchen or going upstairs unsupervised. When it is time to climb upstairs to play with a different range of resources, children are well supported in taking appropriate risks. For example, as toddlers begin to climb, the childminder stays close behind them, with a reassuring hand on their back. As a result, children are encouraged to keep practising new skills. As their achievement is praised, children feel confident and encouraged to keep trying, strengthening the prime areas of development. The childminder provides a balanced menu of healthy snacks and meals, including a wide range of fruit and vegetables, guaranteeing children's dietary needs are met following discussions with parents.

Children are encouraged to behave well as the childminder is a good role model and provides clear and consistent boundaries. She shares her expectations with parents during the settling-in period and displays her 'home rules' as a reminder. To further promote children's personal, social and emotional development, the childminder maintains effective daily and weekly routines that enhance children's confidence and self-awareness. She uses positive reinforcement well to encourage children to share and get along together. For example, as babies and toddlers investigate what happens when balls are placed on a circular track, the childminder ensures they have a ball each. She uses encouragement and descriptive language well to maintain their attention. As a result, children play alongside others, promoting their understanding and personal, social and emotional development in managing feelings and behaviour. The childminder supports children in gaining an awareness of attending to their own personal care routines during nappy changes and when washing hands for snacks and meals. She further promotes independence as older children are encouraged to attend to their own toileting needs, including appropriate hand washing routines. As a result, children gain confidence, self-awareness and an understanding of their own needs. Relationships with parents are supported through a daily diary and verbal handovers that include information about care practices throughout the day.

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

The childminder has a clear understanding of the procedures to follow should she have any concerns about a child in her care. This includes how to respond to a safeguarding concern, or what she would do if an allegation was made against her. She demonstrates a satisfactory understanding of her responsibilities regarding the Early Years Foundation Stage. For example, the childminder understands about informing Ofsted of any significant events or changes, and all adults living in her home have completed suitability checks, ensuring they are safe to be in the proximity of children. The identity of visitors is checked and there are clear boundaries around the use of mobile phones and social networking sites. However, there are identified risks to children's health and safety needs as the childminder has not sought written parental permission for children to take part in outings.

The childminder has not yet fully developed her understanding of the learning and development requirements of the Early Years Foundation Stage, and therefore her practice is sometimes inconsistent. Nevertheless, she is aware of the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. This includes the importance of identifying any required intervention and accessing additional support when necessary. The childminder has a reasonable awareness of the need to monitor the breadth of areas of learning in the activities and resources provided. She takes many reasonable steps to engage with parents regarding how they can support their children's learning. For example, through regular verbal handovers and effective use of a daily diary. Information is safely recorded and shared with parents, encouraging communication. Feedback from parents is positive, and they comment how grateful they are of the childminder's good care of their child. The childminder understands about working with other settings when children attend more than one provision, so that important information about children's achievements that complements and enhances their care and learning is shared.

The childminder is beginning to use self-evaluation to critically reflect on her practice, highlighting strengths and areas for improvement. For example, she makes good use of a clear action plan to prioritise required developments, including the need to develop her skills in the use of observation to inform assessment and planning. This is reinforced through a passionate and committed attitude towards her work with children. She welcomes visits from the local authority quality liaison officer, to access training, support and encouragement. As a result, she is developing opportunities to regularly reflect on her practice so that it has a positive impact on learning outcomes for children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY473842
Local authority	Staffordshire
Inspection number	955838
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

