

Inspection date	13/08/2014
Previous inspection date	20/11/2008

The quality and standards of the early years provision	This inspection:	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

- Robust safeguarding procedures are effectively implemented by the childminder and her assistant. This helps to ensure children are kept safe and secure at all times.
- The childminder develops highly effective partnerships with parents. This significantly contributes to supporting children to make good progress in their learning and development. The childminder is effective in working as part of a multi-agency team, in order to support children and their families.
- The childminder and her assistant create an inclusive and caring environment, which is effective in supporting children to embrace new experiences.
- The childminder demonstrates a continual drive to improve learning and care experiences for children.

It is not yet outstanding because

- While the childminder makes accurate assessments and uses these to effectively plan suitably challenging activities, occasionally her use of assessment and planning is not sharply focused on all aspects of 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 childminder's playroom, dining room and garden.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector interacted with and spoke to the children present.
- The inspector checked documentation and evidence of the suitability of household members and the childminder's qualifications.
- The inspector took into account the written views of parents.
- The inspector discussed the childminder's self-evaluation and plans for improvement.

Inspector

Christine Armstrong

Full report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Staffordshire. She uses the whole of the ground floor and the rear garden for childminding. The family has two cats and tropical fish as pets. There are currently four children on roll who are within the early years age group. There are seven school-age children on roll. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for family holidays. She also works with an assistant. The childminder holds a level 3 childcare qualification. She offers funded places for two-, three- and four-year-old children and cares for children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the use of assessment and planning, so that there is a consistently sharp focus on all aspects of learning.

Inspection judgements

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

The childminder has an exceptional understanding of, and places an extremely high value on, the critical role parents have to play in their children's learning. She has developed a number of successful strategies to engage all parents to take part in their children's learning. This results in outstanding partnerships with parents, which help children to make good progress and become well prepared for their next steps in learning and the eventual move on to school. For example, the childminder effectively supports parents to be involved in their children's learning through the wide variety of information displayed around her home. This includes photographic and written guidance about how children learn and how parents can support learning. The childminder is highly effective in involving parents in identifying their children's achievements in learning from the outset. She also keeps them well informed about their children's progress. She is skilful in giving parents specific guidance, so that they are able to contribute to supporting their children's progress at home. Resources, such as home book bags, provide a further link between learning in her care and at home.

Good-quality teaching is firmly embedded into the childminder's practice. She understands how children learn and she is skilful in supporting and extending their learning. As a result, children are supported to become confident and self-assured, eager and motivated learners. For example, the childminder places particular emphasis on stimulating children's drive to explore and experiment. She is effective in helping children to develop their natural interest and curiosity in the things they see and hear. Children use an array of

resources indoors and outdoors. This includes natural resources, such as, sand, water and a sensory garden. It also includes recycled resources, such as large cardboard boxes and tubes, and specific sensory toys, such as dark tents and sensory blocks. As a result, children explore and experiment, combining the resources in a variety of ways as they wish. This helps to support children's physical skills. It also helps support children to engage in new experiences, seek challenges and learn through trial and error. The childminder is playful, enthusiastic and effectively joins in children's play, which helps to capture and sustain children's interest. She shows children how to achieve specific tasks by supporting them to use tools, such as flashlights, in the dark tent. She is effective in supporting children's communication and language skills, for example, she uses simple gestures, pictorial prompts, sign language and children's home languages. She creates enclosed areas, book displays and provides children with resources, such as a mobile telephone and binoculars, to stimulate talking and listening. The childminder supports children's critical thinking by using lots of open-ended questions and prompts, such as 'Can you remember?' and 'Let's think'. She places a good focus on supporting children's literacy skills. For example, she encourages children to develop an interest in, and an understanding of the sounds that letters make. She also provides many new and different opportunities for children to make marks for their own purpose.

The childminder is proactive in developing strong links with other provisions that children attend, which helps to ensure cohesion and continuity in children's learning. She completes accurate assessments and uses these to effectively plan suitably challenging activities. She completes the progress check for children between the ages of two and three years. This helps to demonstrate that all children are progressing well towards the early learning goals over time. It also shows how gaps in learning are steadily closing, particularly for children who speak English as an additional language and for funded two-year-old children. However, occasionally the childminder does not use information from assessment to ensure she places an extremely sharp focus on all aspects of learning. For example, the childminder makes accurate assessments of children's interests and emerging understanding of number. She plans activities, such as singing, counting and number games, which effectively supports children's progress. However, the childminder is not sharply focused on this aspect of learning. Therefore, when children count spontaneously in their play she does not seize the opportunity to fully extend their progress, such as by showing children how to represent numbers by using fingers or by making marks.

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

The childminder's skilful approach to working in partnership with parents ensures any specific medical needs children may have are identified and met very well. It also ensures initial settling-in periods for children are tailored to meet their individual needs. This sometimes means extending settling-in periods to ensure children are emotionally prepared to embrace their new care experience. Effective information sharing also means that children's interests and home experiences are valued and reflected in their care. This helps children to develop a positive sense of self. The childminder creates welcoming and stimulating spaces within her home. This helps to support children's all round

development.

Children are effectively supported to feel secure in the childminder's care. The childminder and her assistant have a kind and caring approach. This ensures children's emotional well-being is effectively supported throughout the day. Children are introduced to visitors and this helps them to feel secure and confident enough to approach visitors and engage them in their play and conversations, which support children's social skills. The childminder and her assistant are fully aware of and sensitive to potential harm to children. They take all necessary steps to deal with all safeguarding issues and keep children safe at all times. Children have good opportunities to enjoy fresh air and exercise. The childminder supports them to gain an understanding of risk and how to keep themselves safe, particularly when they are using the large climbing equipment in the garden. Children's independence skills are effectively supported, particularly in relation to self-care skills. The childminder suitably supports them to understand the importance of healthy eating. This includes discussing how many pieces of fresh fruit they have eaten each day. The childminder also uses parents' contributions of fresh produce to support children's awareness of different vegetables and fruit.

Children behave well because they receive good levels of support to manage their feelings and behaviour. All children are supported well to consider others and to take turns and share. The childminder provides an inclusive service and gives strong messages that everyone is valued and welcome in her home. She responds well and addresses questions from children about differences. This helps children to learn to respect and tolerate each other's differences. She places good emphasis on recognising and celebrating children's achievements throughout the day, which effectively supports children's self-esteem.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and met by the childminder. Household members and assistants are known to Ofsted and appropriate checks have been undertaken. The childminder seeks agreement in writing from parents to leave her assistant alone with children for short periods. She supervises and monitors her assistant's practice and promotes their personal development through training. For example, the childminder and her assistant have undertaken safeguarding training and demonstrate a strong knowledge of safeguarding procedures. Together they effectively implement a comprehensive range of policies and procedures to ensure children are kept safe and are protected from harm and neglect. They take robust steps to ensure people coming into contact with children in their care are suitable to do so. This includes preventing uninvited people from entering the premises. The childminder and her assistant have a good knowledge and understanding of child protection issues and procedures. The childminder works as part of a multi-agency team, working together with parents and other professional agencies. This ensures families receive early intervention and support if needed. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risks during all activities. This ensures children enjoy a safe and secure environment.

The childminder is effective in driving and maintaining high standards of care and learning. Her skills in working in partnership with parents are outstanding. Since the last inspection, she has attended a number of training events, forums and discussion groups to update and improve her knowledge and practice. The impact of this training can be seen in the good quality of the educational programmes, particularly in relation to supporting children to explore and experiment and in supporting their literacy, communication and language skills.

The childminder monitors her provision well. She undertakes effective self-evaluation, which takes in to account the views of children and parents. This helps her to develop improvement plans that result in continual improvements in her service. Written statements from parents demonstrate very high levels of satisfaction and children are keen to share their thoughts, stating that it is fun being with the childminder.

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. 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	EY218577
Local authority	Staffordshire
Inspection number	984455
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	20/11/2008
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.

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