

Inspection date

01/09/2014

Previous inspection date

15/01/2009

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

- The childminder knows each child's learning needs and stage of development well and successfully plans and organises stimulating activities and resources, which consistently help children to make good progress.
- Effective partnership with parents, and an effective settling-in procedure, helps children form warm and secure attachments with the childminder, promoting their well-being and independence.
- Children are protected because the childminder is confident in her knowledge of the safeguarding requirements. She has clear policies and procedures in place, which support her skills in recognising and acting upon any child protection issues appropriately.
- The childminder shows a strong commitment to continually developing her practice and improving outcomes for all children.

It is not yet outstanding because

- Children have fewer opportunities to access climbing and balancing equipment in the outdoor area.
- The childminder has not fully strengthened the links with other early years settings, attended by some children, to help her fully complement their learning elsewhere.

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 main play area and garden.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of the childminder and other adults in the household.
- The inspector looked at children's records, learning and development information and a selection of policies and procedures.

Inspector

Amanda Tompkin

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three adult children in a house in Hereford. The whole of the ground floor and the rear garden are used for childminding. The family has a pet cat. The childminder visits the shops and park on a regular basis. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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 the already good range of toys and resources, for example, by further resourcing the outdoor area with a wider range of climbing and balancing opportunities to promote children's physical development
- strengthen the process for sharing information with the other early years settings children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

Inspection judgements

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

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage and how children learn. The childminder motivates children by planning and organising stimulating resources, activities and outings, which take account of their differing interests and abilities. She has a good understanding of these as a result of her regular information sharing with parents and her consistent observations and assessments. From this information, the childminder accurately identifies children's starting points, their ongoing progress and aspects of their development she needs to focus on next. However, the childminder has not fully embedded the systems for sharing information with other early years providers to help her fully complement the learning of children who attend another setting.

Children communicate very well. The childminder and children chat happily during play routines. She provides plenty of fun opportunities for children to develop their speaking and listening skills, through stories and rhymes, and by involving them in meaningful conversations. The childminder responds positively to younger children's gestures and emergent speech, explaining and reinforcing words well. As a result, children confidently

express their needs and wishes. Children have plenty of fresh air and exercise. They enjoy going on local walks and have daily access to the childminder's garden. However, there are fewer opportunities for children to access climbing and balancing equipment to enhance their physical skills. The environment enables children to initiate their own play, as they self-select resources from a variety of easily accessible boxes. The childminder joins in with their play and ensures children are confident, purposeful and imaginative learners. As a result, children are well prepared for the next stage in their learning, including going to school.

The childminder shares written and verbal feedback with parents to ensure they are well informed about their children's care and learning. Children's learning journey records are well presented with photographs, written observations and assessments of their ongoing progress. The childminder encourages parents to view these learning records and consider ways in which they can continue to support their children's learning at home. This ensures that the childminder is working effectively with parents to narrow any gaps in children's learning as early as possible.

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

Children develop secure bonds and strong attachments with the childminder. This is due to the detailed information gathered from parents about children's individual needs. The childminder's flexible settling-in sessions sensitively help children to make the move from home to the childminder's care with ease. This helps children to settle quickly and parents feel comfortable leaving their children. Children enjoy a warm and caring relationship with the childminder. They confidently seek her out for cuddles and support if they are feeling tired or upset. This shows children feel safe.

Children enjoy high levels of attention and behave well because they respond well to the childminder's calm and patient disposition. She acknowledges their achievements with lots of praise and encouragement. She explains to children what is and is not acceptable behaviour and frequently provides reassurance, ensuring that children develop confidence and self-esteem. As a result, children are secure in her care and are developing positive social skills, which emotionally prepare them in readiness for later school life. Children gain a good understanding of how to keep themselves safe as they help tidy away toys to leave clear spaces to walk and play. The childminder is vigilant about children's safety and she supervises them well at all times, while allowing them opportunities to take managed risks, such as negotiating steps in the garden.

Children's health is effectively promoted because the childminder follows very good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children learn positive hygiene routines because the childminder explains the importance of hand washing before meals. She provides children with individual hand towels, which reduces the risk of cross infection. Parents provide meals to meet their children's dietary needs and these are stored safely until needed. Children grow in independence as they attend to their own care needs, gaining skills that will support them as they move on to the next steps in their early education.

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

The childminder is very well organised and has a comprehensive range of policies and procedures in place, which support her good practice. Policies are shared with parents to ensure they are clear about how the provision operates. The childminder has a very clear understanding of child protection issues and she is confident about the procedures to follow in the event of a concern about a child in her care. As a result, children are kept safe. Risk assessments are undertaken to minimise hazards within the home and children are supervised well at all times. Parents are further assured of their children's welfare. The childminder and all adults in the household have undergone the required vetting procedures, including the Disclosure and Barring Service checks, to verify their suitability. This means children are safe in the childminder's care.

The childminder has a good knowledge of how to implement the learning and development requirements for all children. This is effectively reflected in the planning and teaching the children receive during activities and routines, to support their individual needs. The childminder effectively monitors the educational programme she provides to ensure that all areas of learning are covered and to identify any gaps in children's learning. She keeps her knowledge up-to-date through training, which helps her to improve the provision for all children for them to continue to make good progress, gaining the skills necessary for their eventual move to school.

The childminder's effective partnerships with parents and carers make an important contribution to her success in meeting children's needs. The childminder spends time at the beginning and end of the day discussing their child's achievements and care needs. In addition, children have daily diaries and parents are asked to add to them. This two-way flow of communication ensures that parents are kept well informed about their children's progress along with having opportunities to continue their children's learning at home.

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	223342
Local authority	Herefordshire
Inspection number	871321
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	15/01/2009
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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