

Inspection date	02/09/2014
Previous inspection date	10/03/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		2
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 has improved her understanding of current safeguarding procedures to protect children. As a result, she is able to respond promptly to any concerns about a child's safety and welfare.
- The childminder provides a suitable range of activities and toys to support children's outdoor interests and creative development. As a result, children enjoy making things and playing in the garden.
- The childminder provides a stable and loving environment, which helps children settle and separate happily from their parents. She creates a positive and harmonious atmosphere, which helps children to develop their confidence and make friends.

It is not yet good because

- The childminder does not always provide challenging experiences for each child in all areas of learning and development. As a result, children are not consistently engaged in activities that promote their enthusiasm for learning.
- The quality of teaching is variable. The childminder does not always accurately assess and plan for children's next steps in learning. As a result, children do not make good progress towards the early learning goals given their starting points and capabilities.
- The childminder has not yet implemented an effective system of continual professional development to improve her teaching practice and ensure she has the skills to provide children with a continually improving learning experience.

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 home and conducted a joint observation of a planned activity with the childminder.
- The inspector held discussions with the childminder and spoke to a number of children present on the day of inspection, to obtain their views.
- The inspector looked at children's observation and assessment records, including early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of suitability of the childminder and her husband. She discussed the childminder's qualifications, self-evaluation arrangements and improvement plan. She took account of quality assurance records, provided by the local authority.

Inspector

Jayne Rooke

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Lichfield, Staffordshire. The whole of the ground floor, the bedroom and bathroom on the first floor and the rear garden are used for childminding. The childminder takes children to local children's activity groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.30am to 6.30pm, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop the quality of teaching and respond to the different ways children learn, for example, by providing opportunities for children to persist and test things out for themselves during art and craft activities
- develop planning in order to identify and support children's next steps in development across each of the areas of learning and development so that each child receives a challenging learning experience that promotes their good progress towards the early learning goals
- undertake appropriate training and professional development opportunities, to ensure that all children benefit from good quality learning and development experiences that continually improve.

Inspection judgements

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

The childminder provides a suitable range of activities, toys and craft materials to support children's interests and enjoyment, across most areas of learning. For example, children enjoy making things with fluffy, bendable sticks and stickers. They develop their concentration and small muscle skills, as they attempt to stick and glue different features on their creative creatures. They show a sense of pride and enjoyment, as they talk imaginatively about their bright and funny monkey and dog characters. They use simple words to describe what a monkey eats and the sounds a monkey makes, demonstrating their developing understanding of the world. The childminder engages with children

reasonably well during their creative play. She introduces basic words into conversations, which help children to develop their vocabulary and understanding of how to bend and twist the fluffy sticks. The childminder includes basic mathematical terms, such as thick and thin, to help children identify which end of the fluffy stick to use. However, the childminder does not set appropriate levels of challenge, during these practical activities, to support and enhance children's developing skills and capabilities. For example, she often takes over the making of their model. As a result, young children become onlookers to the activity and do not always have the opportunity to persist and test things out for themselves. Consequently, they do not fully develop the characteristics of effective learning. The childminder is beginning to take into account children's likes and preferences, when planning the activities of the day. She knows that they enjoy active play in the garden and provides a range of interesting toys, which foster their enjoyment and physical development. She provides varied toys for them to play with indoors, which stimulate their imagination through role play, dressing-up opportunities and small world play. She encourages children to fix jigsaws and build with construction blocks, which helps them to create, design and solve problems. As a result, children are developing the basic skills to support their future learning and eventual move to school.

The childminder is beginning to use early years observation and assessment materials, to monitor children's progress. For example, she checks that their individual stage of development falls in line with early outcomes expectations. She is beginning to contribute to ongoing assessments, formed by other providers, to promote continuity in children's learning between home and pre-school. She demonstrates a basic understanding of the progress check for children between the ages of two and three years. For example, she knows that this assessment contributes to the health visitor's assessment for younger children.

The childminder encourages parents to share information about their child's abilities and needs. However, she is less confident about how to use this information to guide and inform her next steps planning. This means that the quality of teaching is variable. As a result, children's progress is not always fully promoted, in relation to their capabilities and skills. However, the childminder develops strong links with schools and pre-schools to promote some continuity in children's learning. She is developing useful arrangements to share learning opportunities with parents, through daily conversation. This helps parents to support their child's continuing progress at home.

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

The childminder provides a stable and loving environment, where children feel safe and secure. She builds positive relationships with children and their parents, which helps children to confidently settle on arrival. The childminder demonstrates kind and respectful behaviour, by encouraging children to share and take turns and to consider each other's feelings. As a result, children develop harmonious relationships and enjoy their time with the childminder and her family. The childminder supports children's progress to school, by attending first day introductions with parents. She follows children's individual care and sleep routines to ensure their needs are met. This secures children's emotional well-being

and helps them approach new situations with confidence.

The childminder is vigilant about children's safety. She closely supervises children, ensures they are within sight and sound at all times and gently encourages them to observe sensible safety rules. For example, younger children always ask if it is their turn to play on the trampoline in the garden. They demonstrate a clear understanding of how to keep themselves safe, by zipping up the enclosure net. They know that they must bounce carefully, as they play together with others. The childminder follows appropriate safety instructions to ensure that children remain safe, while having fun. This helps children become responsible for their personal safety and to consider the needs of others. The childminder provides a varied range of accessible toys and equipment, so that children can make their own choices about their play and learning. This helps them to become independent thinkers. Consequently, they are beginning to develop the skills they need for school attendance.

The childminder's home is clean and well organised, enabling children's free movement indoors and outside. This ensures that children enjoy a good balance of active and quiet play. She provides interesting opportunities for children to be physically active and to shop for healthy food, such as, yoghurt, grapes, strawberries and cucumber, as they prepare for a walk to the local park for a picnic. This helps children to develop a healthy lifestyle and promotes their physical development.

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

Since her last inspection by Ofsted, when the childminder received a number of actions to improve, and subsequent monitoring visit, the childminder has begun to take appropriate action to improve her provision. She has developed a better understanding of her safeguarding role and responsibility to protect children. She reads current information from the local authority, which has helped to inform her safeguarding practice. As a result, she knows more about the recognition and referral procedure, if concerns arise about a child's safety and welfare. The childminder now ensures that correct adult-to-child ratios are maintained at all times and this is confirmed by records of attendance. The childminder now keeps a clear record of the required information about children in her care. This includes a parental responsibility information request form, containing relevant information and parent signatures. As a result, children are always well supervised and safe. All household members have undergone appropriate suitability checks and all of the necessary records and information are kept, to ensure children are safe and well cared for.

The childminder is developing her knowledge of the current learning and development requirements. She understands the basic principles of observation and assessment, to enable her to monitor and support children's progress towards the early learning goals. However, she does not always focus enough attention on the level of challenge provided in planned activities. Therefore, children's next steps are not always clearly identified. This hinders their progress to the next stage in their learning. The childminder is beginning to

review her practice with the support of the early years advisory service. As a result, she has identified two training courses to attend in the near future, in order to strengthen her safeguarding practice further and to improve next steps planning. However, she has not yet developed an effective method of self-evaluation to foster a culture of continuous improvement. Consequently, learning and development priorities are slow to materialise. This means that children are not always sufficiently challenged to match their capabilities and skills. However, the childminder has taken steps to address most of the other actions to improve. For example, she has improved her knowledge of how to observe and assess children's progress and stage of development, using early years guidance materials. This has helped to guide her activity plan, taking into account children's individual interests. She is now sharing more detailed information with parents about their child's development and progress on a daily basis, through conversation and more detailed development records. This gives parents a clearer view of how to support their child's learning at home. In addition, she is better informed of the purpose of the progress check for children between the age of two and three years. This ensures that children's basic needs are identified and met, in partnership with parents and other early years professionals.

The childminder is now more vigilant about children's good health. For example, she limits children's intake of sweet and savoury foods. In addition, she offers advice to parents about healthy food options for children's snacks and meals. Since the last inspection, the childminder has revised her nappy changing routine. As a result, she now ensures that children are safely changed on low-level furniture. She uses a changing mat which is cleaned with anti-bacterial spray after use, to prevent cross-contamination of household materials. Consequently, good hygiene routines are established. The childminder continues to maintain effective fire safety procedures and required records and documentation, in order to secure children's safety and well-being.

The childminder builds strong and trusting relationships with parents and other early years professionals. She is fully aware of the importance of this partnership and how it contributes to children's complementary learning between home and school. She recognises early assessment and intervention possibilities, so that all children receive the help and support they need, regarding their care and well-being. Consequently, outcomes for children have improved overall.

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	209392
Local authority	Staffordshire
Inspection number	966079
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	10/03/2014
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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