

Inspection date	03/09/2014
Previous inspection date	04/11/2008

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

- The quality of teaching is good. The childminder asks the children interesting questions that challenge their problem solving and thinking skills. As a result, children are motivated and keen learners.
- Children's safety is effectively prioritised. This means that children are safeguarded, happy and settled. This fosters a sense of belonging and ensures children are confident learners who are prepared for the next stage in their learning.
- Children's progress in learning and development is good because the childminder understands how they learn. The childminder provides a good range of appealing and stimulating activities and experiences based on children's interests.
- Children form strong bonds of affection with the childminder, which enables their care, welfare and emotional needs to be very well met.

It is not yet outstanding because

- There is room to develop more effective ways of displaying print indoors and outdoors so that children establish an enjoyment of literacy and learn that print carries meaning.
- There is room to build on existing opportunities to fully engage all parents in their children's learning in the setting and at home so that children progress at the highest levels.

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 interaction between the childminder and children during play.
- The inspector spoke with the childminder at appropriate times during the inspection.
The inspector looked at children's assessment records, a range of documents
- provided by the childminder and verified qualifications, training and that suitability checks have been completed.
- The inspector conducted a joint observation with the childminder.

Inspector

Vicky Orlando

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 17 and 14 years of age in Newcastle-Under-Lyme, Staffordshire. The childminder is sometimes helped by an assistant. Currently the childminder is caring for five children within the Early Years Foundation Stage and one child in the later years age range. The whole of the ground floor is used for childminding and children have access to outdoor play. The setting operates each weekday throughout the year. She is a member of a large local childminding group.

What the setting needs to do to improve further

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

- extend opportunities for children to see print throughout the indoor and outdoor environment, so that this encourages an enjoyment of literacy and word recognition
- create even more ways of involving parents in children's learning at home and in the setting, to enable children to progress at the highest levels in all areas of their learning and development.

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. She is enthusiastic and encourages child-led activities. For example, the childminder provides each child with a large sponge and a bucket of warm soapy water, following a request to wash the large, toy cars outdoors. She has good knowledge about the skills and learning that the activity promotes, and she ensures that children have the time they need to derive the maximum learning from it. Children are excited about their learning as they follow their interests, and the childminder extends learning by providing good commentary and asking open questions. As a consequence, children's speech and communication skills are encouraged continually. They are articulate for their individual ages and stages. The childminder listens perceptively to children's ideas and quickly plans activities that meet their interests. For example, children pick leaves from the hedge and show interest in their texture. After exploring the textures, the conversation leads to one about autumn and colours. Children enjoy collecting yellow and brown leaves. It is suggested that they make a glue picture with them. Children jump and smile and respond 'yes'. As a result children are active, confident and motivated learners who feel valued in the childminder's provision.

Children make good progress in their learning, and they are developing the skills and attitudes they need for future learning and school. The childminder implements regular observations of children and clearly plans next steps for their learning. She knows the children well and is able to describe starting points and recent developmental achievements. She is aware of the areas of learning that children may need to progress further with. She plans appropriate activities in order to encourage their learning and reviews their progress regularly. This ensures that children's learning and developmental needs are continually met, and that they receive further challenge that is tailored to the individual pace they learn at.

Partnerships with parents are generally good. Feedback, from parents' views of the provision, show that all parents speak highly of the childminder and some state, 'she goes above and beyond her role'. They regard her provision as highly beneficial towards their children's learning and development. Partnerships are established on entry, as the childminder gains information about children, so that she can plan to meet their needs straight away. The childminder uses this to establish starting points. However, she does not involve parents to the maximum potential by asking for their views about ideas they may have for their child's learning, or how they would like to be supported with helping their child learn at home. Children's learning and development is captured by photographs and observations within learning files, which parents are welcome to look at or take home when they wish. The childminder has everything in place to provide parents with a progress check for children between the ages of two and three years, where appropriate. These positive partnerships help to ensure effective information sharing to ensure that children's needs are continuously met. The childminder discusses activities and strategies used with other children, such as phonic and mathematical activities. Older children are encouraged to dress themselves to ensure that children in her provision are well prepared for the move to school, when the time comes.

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

Strong attachments and close relationships between the childminder and the children are evident. The childminder supports the transition of new children into her home by a gradual settling-in procedure. However, she is willing to meet the needs of parents should they require her provision at short notice. The childminder cares for many children, from a very young age through to school age. As a result, children are settled, happy and secure in her provision. Young children readily seek a cuddle and reassurance when needed. They value her physical closeness and call her name if she is out of their sight for a moment. The childminder knows the children well. She is very knowledgeable about their starting points and achievements, within a short space of time attending the provision. Consequently, children's emotional well-being and confidence is fostered successfully by the childminder, and children make good progress and are prepared for the next stage in their learning.

The childminder promotes young children's skills of independence well. For example, children learn to manage their own personal needs, such as using the potty effectively, and communicate this confidently. Gentle and frequent messages remind children of the reasons why they need to wash their hands after using the potty and before preparing

food. They repeat words, such as 'germs', and, as a result, they learn about the importance of hygiene routines. Children are actively involved in choosing healthy options for snack time and preparing food to eat. They enjoy chopping pieces of banana and strawberry, and scooping them into a coloured bowl of their choice. Children remark, 'I like snack' and are engaged in conversation about the food they are eating and why it is healthy. Children readily attempt to put their coats and shoes on themselves when they request to play outdoors. As a consequence, children display the skills they need for the next stage in their learning.

Children enjoy their time in the childminder's welcoming home. They are motivated to play with a variety of resources. For example, they enjoy opening a large box of books, handing the ones they want read to them to the childminder and asking her to read. Children enjoy 'snuggling up' to listen. They respond well to the childminder's questions about the differences in people and interesting questions such as, 'How would that make you feel?' and, 'Who else has to wear glasses?' Children point at pictures and turn the pages of the books at appropriate times, showing that they listen and concentrate well. However, although literacy is available for children, there are minimal displays of print indoors and outdoors to further encourage children's enjoyment of literacy and word recognition. Children enjoy outdoor play, trips, visits to toddler groups and walks to the local school in term time. The childminder uses these opportunities to reinforce how to use equipment safely, enabling them to take safe risks, under close supervision. During walks children learn the importance of road safety. They learn how to keep themselves safe in the event of a fire, by implementing regular fire evacuations.

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

The childminder is organised and maintains all the documentation needed to support children and families to a high standard. The childminder has attended several training courses to keep her skills and knowledge up-to-date. She is proactive in improving her professional skills as she plans to attend further training in the near future. She provides appropriate support to her assistant, to ensure that children receive consistency in their learning and development. She belongs to a local childminding forum that meets regularly at toddler groups and outside of working hours. This enables her to share good practice and maintain a secure knowledge of the educational programme. As a result, she sustains high standards of care and provides a broad range of experiences for children, helping them make progress towards the early learning goals.

She has a very good understanding of her role and responsibilities with regard to safeguarding children. Comprehensive policies and procedures help ensure that parents understand her duty to protect children. The childminder has good knowledge of child protection and is fully aware of the signs that would alert her to a child at risk. She ensures that her assistant is familiar with all her policies and procedures, and also understands her duty to safeguard children. The childminder ensures that she supervises children well all times, and that children know to stay close to her on outings and trips. She knows to carry out appropriate suitability checks on any adult who has regular contact with the children, such as her assistant. The environment is secure and risk assessments

confirm that the childminder carries out regular checks to eliminate risks, both around the home and for proposed outings. The childminder has a highly professional approach and strives for high standards in the childcare she provides. She organises her home well to ensure this is safe and that children can select resources, work and play in comfort. Toys and books are stored safely and well presented to make them inviting to children. Consequently, children learn to make choices and become active learners. They also learn how to tidy and keep the environment safe because they recognise that resources all have a place where they belong.

The childminder drives improvement well. She has addressed previous recommendations and has implemented a system of self-evaluation. It includes listening carefully to the views of children and parents. The childminder understands that the partnership with parents is a crucial part of her work. She maintains very open and effective verbal communication. The childminder explains that parent's request face-to-face discussions instead of written daily diaries, although she offers written information if they prefer this. Parents are encouraged to share their views and preferences, and the childminder endeavours to meet their needs. The childminder has built up good relationships with staff within the local school. Staff share their planning with the childminder, which she uses to support the schools use of phonics and mathematics, so that this helps to prepare children for their transition when they move on to school. As a result, children are excited and look forward to attending school and demonstrate the skills they will need when the time comes.

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	EY297348
Local authority	Staffordshire
Inspection number	861613
Type of provision	Childminder
Registration category	Childminder
Age range of children	5 - 1
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	04/11/2008
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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