

Inspection date	22/08/2014
Previous inspection date	05/11/2009

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 uses effective questioning to support children in their learning. As a result, the quality of teaching is good and is used to support children in their learning and development.
- The childminder skilfully communicates with children as they play. She listens actively and reinforces children's language. This supports children in developing a breadth of vocabulary.
- The childminder provides a friendly, caring and supportive environment, which ensures children are happy and settled in her care.
- The childminder has a good understanding of how to keep children safe and protected from harm. She uses appropriate policies and procedures to ensure her practice is consistent.
- The childminder monitors children's learning and development to ensure that they are making progress. She uses information from parents and other settings to ensure consistency in meeting the children's individual needs.

It is not yet outstanding because

- Resources that are available to the children for child-initiated play opportunities are not always fully suitable for their age and stage of development.

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 playroom and outside.
- The inspector held discussions with the childminder.
- The inspector looked at a range of documentation including the providers self-evaluation form, policies, procedures and risk assessments.
- The inspector looked at children's developmental journals and planning documentation.
- The inspector checked evidence of the childminder's suitability and qualifications including Disclosure and Barring Service checks for the childminder and other household members.

Inspector

Lynsey Hurst

Full report

Information about the setting

The childminder registered in 2009 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children, aged five and three, in Newcastle-under-Lyme, Staffordshire. The whole of the ground floor is used for childminding, including downstairs toilet facilities. There is a fully enclosed rear garden available for outdoor play. The childminder attends local toddler groups and activities at the local children's centre. The family has a pet cat. The childminding provision operates all year round, with the exception of family holidays, bank holidays and Christmas. She operates from 8am to 6pm, Monday to Friday. She collects children from the local primary schools. Currently, there are seven children on roll, of whom, four are in the early years age range.

What the setting needs to do to improve further

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

- provide children with a range of resources that are fully suitable for their age and stage of development, so that child-initiated play consistently supports their learning and development needs.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn and develop. Children have individual developmental journals that are used to record observations of their achievements, photographs and completed assessment records. These, along with ongoing discussions and written feedback ensure that parents remain involved and up to date about their child's progress. The childminder tracks and monitors assessments regularly to ensure that all children are making progress. This enables her to respond quickly, should any gaps in children's learning and development appear, so that any necessary interventions can be put into place. Planning for adult-led activities ensures that children are offered a range of activities that support children's individual learning and development needs, based around their interests. The childminder has a good range of resources available which cater for the varying ages of the children that she minds. Children access these resources freely and this helps to develop their independence skills in choosing activities for themselves. However, for younger children this can occasionally result in them selecting activities or resources that are not wholly suitable for their age and stage of development. As a result, at times children do not fully engage in their chosen activities or sometimes become distracted and then flit from one activity to another.

The quality of teaching is good. The childminder uses a range of effective questioning to

extend and support children's thinking skills. She adapts her questioning well to suit the differing ages of children in her care. There is a large variety of resources that are accessible for children to make their own choices and become active learners. The childminder provides differentiation to activities to ensure all children are able to participate and play together. For example, during a superheroes hunt, children of different ages are encouraged to use their observational skills to find superheroes around the garden. Younger children are given clues as to where they might look, and then they are praised for their achievements. This builds their confidence and encourages them to find more. The childminder uses the activity to develop counting and early writing skills as children attempt to write the numbers they find.

The childminder speaks to the children continually about what they are doing, talking meaningfully to them as a matter of routine. She introduces new vocabulary during play as well as through using books and stories to support children to gain confidence in constructing sentences. This helps children have the key skills they need for their next stage of learning. Younger children, who are babbling and beginning to form words, are also supported effectively. The childminder listens actively to the different messages young children are trying to convey. She then repeats and correctly models the language to help them build sentences. The childminder visits local toddler groups and children's centre activities outside the home to support children in their personal and social development.

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

Children are happy, confident and settled in this welcoming and homely environment. The childminder is friendly, caring and supportive. Her effective induction procedure ensures that children's emotional well-being is fully supported as she works alongside parents to ensure children have time to settle in. Information is gathered from parents on their child's individual needs, interests and routines. Settling-in sessions are arranged to provide children with reassurance so they settle when they are ready. As a result, secure emotional attachments are developed and the childminder knows their individual needs well. The childminder introduces the children to new experiences and offers support and encouragement to build their self-confidence. For example, children are offered a shaving foam activity to promote sensory play. For children who are unsure of the activity, the childminder supports them by holding foam in her hand to encourage them to touch it, demonstrating what to do in order to support their confidence.

The childminder is a good role model and ensures that children are developing respect and an understanding of good manners through daily routines. As a result, children are well behaved and develop empathy. They show concern and care for other children. The childminder gives clear indications as to how children are expected to behave. For example, children are encouraged to work together as a team to achieve a common goal, reflecting on each other's skills and how best to use them. As a result, children cooperate and learn to develop an understanding of the needs of others. Children are encouraged to make decisions for themselves about healthy snacks and are given choices. They also develop independence as children are involved in the food preparation. The childminder

follows established hygiene routines and talks to children about these. For example, she talks to children about hand washing before eating meals and snacks. Children are encouraged to manage their own personal hygiene needs and have individual hand towels to prevent the spread of infection.

The childminder has a very good understanding of safeguarding procedures that are supported by a range of effective policies, procedures and risk assessments. As a result, children are kept safe and are protected from harm. Children have daily access to a large outdoor space with climbing equipment, which develops their physical skills. Children are introduced to the rules for each piece of equipment to develop their understanding of dangers and potential risks. This supports their independence skills as they learn to manage risk and keep themselves safe during their play.

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

The childminder has a good understanding of her role and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a firm understanding of what would alert her to any concerns about children in her care and is aware of the procedures to follow to ensure children are protected from harm. She is well organised and maintains all the required paperwork, such as children's information, including who has parental responsibility. Policies and procedures are well written and are accurately reflected in practice. These policies are shared with parents at induction and any changes are shared when they are reviewed. Comprehensive risk assessments help ensure the environment, both inside and outside the home are safe. The outdoor area has a variety of large climbing equipment, each has detailed risk assessments in place that outlines potential risks and measures for safe usage. Parents sign to agree their children can use the equipment. Any accidents are recorded appropriately and information shared with parents. Safety features are used within the childminder's home to ensure accidents are prevented and the children are protected well. For example, she uses stairgates and cupboard locks, and the family cat's feeding bowls are kept in the garage out of minded children's reach.

The childminder tracks children's progress through a good range of observations and assessments. She demonstrates a good awareness of their abilities and skills. The childminder ensures her mandatory training is kept up to date, and uses additional training to support the provision. Children's progress is monitored regularly and the childminder ensures that planning and observations cover all seven areas of learning effectively to ensure children continue to make progress. This ensures any gaps are identified quickly so that interventions can be put into place. She monitors her practice through effective self-evaluation, identifying strengths and weaknesses, as well as seeking regular feedback from parents through questionnaires and daily communication methods.

Partnerships with parents are well developed. Parents share regular information regarding their children's interests and learning at home to support the childminder in offering children activities that support their all-round development. Regular reports and

assessments are shared with parents to ensure they have a clear awareness of their children's progress. The childminder works closely with parents to ensure the progress check for children aged between two and three years is completed prior to the two year health check. Parents are then encouraged to share this with their health visitor. Parents report that their children are happy in the childminder's care and that they receive accurate feedback regarding their child's progress. Partnerships with others are embedded into practice. The childminder works closely with other settings to share information regarding children's progress, and assessments are shared to ensure consistency in meeting the needs of children who attend two settings.

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	EY393371
Local authority	Staffordshire
Inspection number	873996
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	05/11/2009
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

