

Inspection date	16/09/2014
Previous inspection date	02/04/2014

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		3
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

- Children make choices from a suitable range of toys and resources, which contribute to them making satisfactory progress in their learning and development.
- The childminder has a sufficient understanding of safety, and assesses risks to her premises and minimises hazards. As a result, children move freely and safely in the home and garden.
- The childminder has established friendly relationships with parents, keeping them informed of their child's care routine and activities through daily verbal feedback.

It is not yet good because

- Children's next steps in learning are not yet fully utilised in planning so that challenging individual learning experiences are consistently offered to each child that will promote their progress to a good level.
- The childminder does not have rigorous methods in place for self-evaluation. Consequently, her ability to meet requirements, such as the implementation of a complaints procedure, and effectively identifying her strengths and priorities for improvement is reduced.
- The childminder lacks understanding regarding the procedure to follow if an allegation were made against herself or a member of her family. Consequently, the child protection procedure in place, does not fully inform parents of the childminder's role with regards to safeguarding.

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 viewed all areas of the property used for childminding purposes.
- The inspector observed the childminder engage in a range of activities, play and daily care routines with the children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and some planning documentation.
- The inspector checked evidence of suitability of the childminder and other family members living on the premises.

Inspector

Sharon Lea

Full report

Information about the setting

The childminder was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in the Stafford area of Staffordshire. The whole of the ground floor, one sleep room on the first floor and the enclosed rear garden are used for childminding. The childminder visits the local shops and parks on a regular basis. She collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder 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 meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of the procedures to follow in the event of an allegation being made against the childminder or her family, and ensure that this is fully shared with parents, to support their awareness and understanding of what to do if they have a concern
- make parents aware of the contact details for Ofsted, to use in the event of them having a complaint or concern about the childminder not meeting the requirements of the Early Years Foundation Stage.

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

- develop the planning system in place, to identify challenging learning experiences to meet the individual identified next steps in learning for each child, to further promote their progress
- develop the self-evaluation process and action planning, to include the views of parents and children, in order to better overcome weaknesses and identify areas for further development that will secure continuous improvements.

Inspection judgements

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

Overall, the quality of teaching adequately supports children in their learning and development. The childminder observes children during play, and then uses some of what

she sees and hears to identify next steps for each child's learning and development. She has recently developed a weekly planning system to provide a range of different activities for the children. However, the childminder is not yet fully utilising the next steps she has identified for each child in her planning. This means that children are not always provided with challenging learning opportunities that will enhance their achievements. As a result, children make satisfactory rather than good levels of progress. The childminder shares her observations with parents, and records some information in individual folders for each child. This enables the childminder and parents to work together to support children's learning at home and in the childminder's care.

Children are confident communicators because the childminder provides them with opportunities that encourage their language and listening skills, such as singing and story sessions. She asks children open-ended questions during their play, giving them time to respond and acknowledging their responses. This helps them to develop their thinking skills, alongside their confidence in communicating, because the childminder values what they have to say. Children visit places of interest with the childminder, including local parks, shops and farms. This develops their understanding of the local community and the wider world that they live in. Children independently make choices, exploring the resources available and the childminder facilitates this, offering them guidance as they play. For example, children explore technological toys and the childminder supports them in understanding what happens when they press the different icons on the screen. The childminder encourages them to learn through everyday activities, such as identifying the different colours on the parachute or counting things. This supports their understanding of number. Children can select books of their choice, and are supported in their attempts to write and draw through resources which are readily available for them to use. This supports their developing literacy skills in readiness for the next stage of their learning, such as school.

The childminder liaises with parents daily and has developed good relationships with them, to support children's learning. She gathers information from them when the children first start at the setting, such as what they like to play with and what they can do. The childminder shares ongoing, daily information with parents about their child verbally. She is aware of the need to complete the progress check between the ages of two and three years, where appropriate, and the importance of sharing this information with parents. The childminder encourages parents to share observations of their child from home, and includes these in the children's individual folders. This ensures that she is aware of new experiences, skills or interests which the children have developed at home.

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

The childminder's settling-in procedures are effective, and she ensures that she collects information about children's personal likes and dislikes from parents on entry. She engages with parents to establish children's starting points and find out about their routines. As a result, children settle very quickly and their needs are well met from the outset, as they benefit from continuity of care between home and the childminder's care. Good interactions show that the children are making secure emotional attachments with

the childminder. She gives them a high level of time and personal attention, and is very responsive to their needs. For example, she recognises when young children are becoming tired, from their non-verbal cues, as she gets to know their personalities very well. These very good relationships support children to develop a strong sense of belonging. This enables them to confidently explore their environment, and enjoy their time with the childminder.

Children develop an understanding of a healthy lifestyle through a good balance of indoor and outdoor activities. These include regular exercise walking to the local park, and playing in the childminder's garden. The childminder promotes the importance of healthy meals and snacks, including fresh fruit and vegetables. She involves children in growing tomatoes and cucumbers in the garden. The childminder's husband has a small allotment nearby, where the children visit to harvest foods, such as strawberries, which they eat for their snack. The childminder promotes good hygiene routines, reminding children to wash their hands before eating and after using the toilet. Systems are in place to ensure that the childminder is aware of any health or dietary issues the children may have. Children develop their independence and self-care skills through washing their hands, and putting on their coats and shoes for outdoor play or outings.

Children are well-behaved because the childminder is a good role model who has a positive attitude to behaviour management. The childminder is very calm and patient, and gives lots of positive praise and encouragement to the children. This fosters their self-esteem, supporting them to confidently explore their environment and enjoy the opportunities available to them. A varied selection of resources are available indoors and outdoors to support children's play experiences. These are stored at child height, enabling children to freely select additional resources to support or extend their learning opportunities. The childminder supports children in learning how to keep themselves safe, through promoting road safety during outings, and developing younger children's understanding of how to negotiate steps into the garden safely. Children are generally kept safe by the childminder. However, the childminder's knowledge in relation to some child protection procedures is not fully secure, and this impacts on how well children are protected overall, particularly should there be an allegation made against the childminder or a member of her household. Preparation for children's transition to school includes developing their independence and self-help skills. The childminder understands the importance of sharing the children's achievements with school or other settings which children attend. This helps support continuity of care and learning for children as they move on from her care.

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

The childminder has a suitable knowledge of safeguarding practices in relation to what to do if she is concerned about a child's well-being. However, she lacks a secure

understanding regarding the procedure to follow in the event of a safeguarding allegation being made against herself, or a member of her family. Consequently, the child protection procedure in place is not fully secure and does not support parent's awareness and understanding of the childminder's responsibilities with regards to safeguarding, or what to do if they have a concern about this. These weaknesses mean some legal requirements of the Early Years Foundation Stage are not fully met. In addition, some requirements relating to the Childcare Register are not met. Other aspects of safeguarding practice are sound. The childminder implements written risk assessments to assess risks to children, which promotes their health and safety. These cover all areas of her home which are used for childminding, and any off-site visits, such as to the local park. Access to the premises is secure and the childminder scrutinises visitor's identification to help protect the children in her care. The childminder has attended training in first aid and safeguarding, which supports her in promoting children's health and well-being. She updates these certificates at regular intervals and has opportunities to attend additional local authority training, when available, to further develop her knowledge and skills.

At the last inspection by Ofsted, the childminder received a number of actions to improve which she has subsequently addressed. These include developing her understanding of the learning and development requirements of the Early Years Foundation Stage, implementing effective changes in the way that children are assessed and individually planned for and involving parents in their children's learning. She has also developed a process for carrying out a progress check for children between the ages of two and three years, revised the information gained from parents on entry to her setting, developed risk assessments and considered how mobile phones and cameras will be used safely and appropriately when minded children are present. A monitoring visit by an Ofsted inspector took place to assess how the childminder has addressed the actions and implemented changes. As a result, the children's learning, development and welfare is now satisfactorily ensured. At this inspection, the childminder demonstrates continued compliance in respect of the previous actions raised. However, the childminder's ability to continue to make improvements is limited, as she does not review or carry out an evaluation of the quality of her service or gain the views of parents to help her with this. As a result, some requirements have not been met in full and there are no plans in place to prioritise and focus on areas requiring further development. For example, she has not implemented a complaints procedure, or explained to parents what to do should they have a concern. While this does not significantly impact upon the children's well-being it is, however, a requirement of the Early Years Foundation Stage, which also relates to the Childcare Register.

The childminder establishes positive partnerships with parents and informs them daily about the activities their child has been involved in. The childminder prides herself in the long lasting relationships which she has with the children and families who have used her provision over the years. Parents comment 'my child is a very happy confident little boy, and much of this has to do with the special care and attention he receives with the childminder. We look forward to his continued development'. The childminder understands the importance of working in partnership with other providers, such as schools, to ensure smooth transitions in the children's next phase in their learning. Support from the local authority quality liaison officer has been welcomed by the childminder, to develop her practice and to enable her to access further development opportunities through a local

childminding forum.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect(compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.(compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email.(voluntary part of the Childcare Register)

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	209746
Local authority	Staffordshire
Inspection number	971668
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	02/04/2014
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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