

**Inspection date**

01/10/2014

Previous inspection date

14/01/2009

**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's teaching is good, as she uses her intimate knowledge of the children to plan learning activities. As a result, they make particularly good progress in their social and communication skills because of the childminder's regular use of songs and action rhymes, both in the home and at group singing sessions the childminder organises.
- Children develop warm relationships with the childminder and are settled and happy. They are ready to get involved in a wide range of activities. They are well supported to develop good relationships with their friends, to learn to cooperate with others and behave well.
- The childminder is committed to her professional development and has attended a wide range of courses, which have had a positive effect on the quality of her teaching. She has a good understanding of her responsibility to safeguard children.
- Partnerships with parents are very strong. They are delighted with the childminder's care of their children and the progress they have made in their development.

**It is not yet outstanding because**

- The childminder does not always fully assess the impact of activities used to support children's next steps in learning to maximise their already good progress.
- The childminder does not always provide parents with specific information about how they can support their children's next steps in learning at home, to provide children

great continuity between the different environments.

### 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 downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents from information included in the childminder's own parent survey.
- The inspector took account of the childminder's self-evaluation and improvement plan.

### Inspector

Sarah Rhodes

## Full report

### Information about the setting

The childminder was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Stafford, Staffordshire. The whole of the ground floor and the rear garden are used for childminding. The family has two cats as pets. The childminder runs singing session for pre-school children several times a week at local community venues and attends activities at local children's centres and church halls. She visits the shops and park on a regular basis. 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 provides funded early education for two-, three- and four-year-old children. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. 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:

- further sharpen the monitoring of the impact of activities used to support the next steps in children's learning in order to ensure that their rapid progress in these areas is maintained
- expand the information provided to parents about how they can support children's learning at home to further enhance the provision of children's learning experiences.

## Inspection judgements

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

The childminder's teaching is good because she carefully tailors activities to children's learning needs and interests. She can clearly describe children's recent development and her plans to develop their learning further. Children are making good progress, especially in their communication, imaginative play and social skills. The childminder has a good understanding of children's attitudes to learning and how they impact on the learning of others in the group. For example, she supports children who are more placid, so that they have equal opportunity to play with toys of their choice. The childminder uses singing, rhyme and dance to enhance children's understanding and concentration. For example, when playing with small world play toys children enjoy using a range of animal sounds. They are able to make connections between what they already know and the toys they are playing with in a non-threatening and fun way. The confidence children are acquiring in their ability to learn has a very beneficial effect as they develop in readiness for the next stage in their learning, such as school. The childminder ensures she exchanges information with

the nurseries children attend. This means she understands about children's development in all environments and can extend children's learning started in the nursery into her home.

The childminder gathers information from parents about their child's abilities when they start to attend. This helps to inform her assessment of children's starting points, as well as the next steps in their learning, which she identifies in the early days of their attendance. She undertakes a range of observations of children's play and identifies activities, which she feels will extend children's learning. However, the monitoring of the effectiveness of these activities is not fully exploited to ensure the childminder develops the very best skills in reflecting on her own teaching practice. The childminder obtains information from parents about things children can do at home throughout their time with her to inform her planning of activities. She ensures parents are informed about the activities that their children have enjoyed taking part in using a daily diary. She also supports parents with some ideas about how they can enrich their child's learning experience at home. However, these tend to focus on the prime areas of learning, for example, ideas around toilet training and weaning. More detailed information about how parents can continue to support children's progress has not been fully exploited, so that they can specifically support the next steps in learning identified in the childminder's assessment records. She completes the progress check on children between the ages of two and three years and shares this with parents so they can be used as part of any health screening children may be attending.

The childminder is organised in the way she plans activities each week to link in with children's interests, as well as widening their horizons to include other topics. She often uses popular storybooks as themes over a number of weeks. This allows children to recall stories and engage in meaningful conversations. They are given appropriate help to start to understand phonic sounds and make marks, which lead to writing. Through these themes, all areas of learning can be linked to things that are relevant to children. This supports children's good progress in their communication skills and knowledge of the world. Children's understanding of the world is further developed using the garden. They have opportunities to care for plants and explore natural objects, such as pinecones and soil. The childminder encourages children to explore mathematical concepts, such as numbers and volume, through playing with construction blocks and cooking activities. Routine activities, such as snack time are used to introduce counting as they count the number of pieces of fruit they have. A wide range of craft activities provides children with lots of opportunities to express themselves and develop their physical abilities to handle tools.

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

The childminder builds very strong relationships with children and their parents, getting to know them very well. She is aware that the strong bond she has with children allows them to feel confident in unfamiliar situations and supports their emotional well-being. The children are happy, confident and willing to explore and learn. The childminder meets up

with other childminders and their children. She also runs several rhyme sessions for children and their parents or carers at local community venues. This gives children opportunities to develop relationships and learn to cope in slightly larger groups. This extends their social skills and helps them develop confidence so they are emotionally prepared for attending nursery or school.

The childminder has also introduced clear routines. She provides snacks, which are freshly prepared, and serves meals supplied by parents. She has updated herself on the latest guidance about food safety. She informs parents about healthy eating choices or foods that are high risk for food poisoning when reheated. Therefore, children and parents are well supported to think about what would be a healthy diet as part of a healthy lifestyle. Mealtimes are happy, social occasions where children enjoy practising their self-care skills. They have regular access to the garden and local parks. In this way, they are supported to develop an understanding of the importance of exercise as part of a healthy lifestyle.

The children are supported to develop into cooperative and well-behaved individuals. The childminder understands about specific children's personalities and stages of development. For example, she provides activities that encourage children to share and take turns. The childminder supports this cooperative atmosphere as she role models positive behaviour to children and reinforces with praise children's constructive play. This enables young children to develop an understanding of other people's feelings and of what is acceptable behaviour. The children are encouraged to become more independent with regard to their self-care in preparation for their transition to nursery or school. Children start to understand about safety issues as they practise what they would do in an emergency. They are also encouraged to undertake their own risk assessments when using the adventure play equipment on trips. They are thrilled when they achieve something they were cautious about, for example, using the monkey bars.

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

Children are safeguarded well because the childminder has a good understanding of the signs that may cause her concern. She fully understands the importance of her role in protecting children and of keeping clear records of any concerns she may have, and quickly accessing help and advice should that become necessary. She undertakes risk assessments for the home and outings. She is aware of the supervision requirements of younger children and how these change as they develop new skills, such as walking and climbing. The building and garden are safe and secure. She has a clear mobile telephone and photograph policy and is aware of how to ensure the safe use of computers and data protection. This helps to ensure children are protected from harm.

The childminder complies with all aspects of the safeguarding and welfare requirements of the Early Years Foundation Stage. She continually assesses and monitors children's progress. The childminder continually reflects on her provision to see how she can make activities, which support learning and her teaching, better for children she cares for. She

has completed a self-evaluation form and obtained information about parents views of her service through asking for testimonial statements. She links in with other local childminders as a source of good practice guidance, to ensure a continuing improvement of her educational provision. The childminder has been committed over many years to developing her skills. She has attended a number of courses since her last inspection including training to take funded children from two-years-old. She has also attended forum meetings to be kept up to date with developments in day care. She has sourced refresher training in first aid, safeguarding and food hygiene. This has a positive effect on the childminder's knowledge and the services she provides for families.

The childminder is proactive in building excellent partnerships with parents. They are delighted with the service she provides. She talks with parents each day and provides a daily diary. Parents are encouraged to provide information about their child, which helps the childminder ensure continuity in children's care between the home and the setting. Written policies are shared with all parents, which give them a further insight into how their child's care is organised. The childminder develops links with other providers of the Early Years Foundation Stage who also care for the children. This ensures she exchanges information about the child's progress and next steps in learning. She understands the importance of forming links with other provisions and professionals to ensure a coordinated service for any children she may care for in the future with special educational needs and/or disabilities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	209356
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	864159
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/01/2009
<b>Telephone number</b>	

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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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