

Inspection date	07/10/2014
Previous inspection date	28/02/2011

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

- Safeguarding procedures are robust because the childminder has in an in-depth knowledge of how to protect children from harm and abuse.
- The childminder skilfully develops children's enthusiasm for learning through her positive and encouraging interactions in their play. This builds their confidence and willingness to persist and achieve, in preparation for school.
- The childminder responds promptly to children's changing interests, developing their spontaneity and enjoyment through action songs and rhymes.
- The childminder fosters kind and friendly behaviour because she teaches children how to be respectful towards others and to use polite manners.
- The childminder builds excellent relationships with parents and other childcare professionals, so that children continue with their learning at home and receive the support they need.

It is not yet outstanding because

- The childminder does not always extend opportunities for children to use language to talk about the type of food they eat and choose at snack time and how this contributes to their physical 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 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 children.
The inspector looked at children's observation and assessment records and planning
- documentation, 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 assistant and discussed the childminder's training and self-evaluation arrangements.
- The inspector took account of the views of parents from written information included in the childminder's parent questionnaire.

Inspector

Jayne Rooke

Full report

Information about the setting

The childminder was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is also her assistant, in a house in the Fazeley area of Tamworth, Staffordshire. The whole of the ground floor, the bathroom and one bedroom 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, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of 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:

- extend opportunities for children to use language as a means of sharing experiences, feelings and thoughts, for example, by encouraging them to talk about the type of food they eat and choose and how this contributes to their physical development.

Inspection judgements

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

The childminder provides varied and stimulating activities, which capture children's interest and fascination. Consequently, young children make good progress in their learning and development. For example, pre-school children concentrate intently, as they learn how to complete simple and more complex jigsaw puzzles. They confidently talk about their activities and know that pictures represent everyday objects, which they see in the world around them. Younger children actively participate in games, which help them to solve problems, as they work out how objects fit into a shape sorter. The childminder offers very positive and supportive praise, which enhances children's confidence, skills and abilities. She encourages them to 'try', 'try' and 'try again', which helps them to persist and achieve. The childminder responds promptly to children's changing interests, by introducing songs and rhymes, which are familiar to them. She recognises visual prompts from young children, who indicate their preferences and choices through hand actions and body movements. The childminder encourages children to use words and sounds to mimic different animals and to move their fingers and hands to make twinkle stars and to wind the bobbin up. She introduces positional language to help children point to the ceiling, floor, window and door. The childminder provides accessible writing and drawing materials, to support children's literacy through imaginative play. As a result, children engage in purposeful learning and have fun with the childminder.

The childminder uses observations and assessments very well, to find out what children know and can do. She clearly identifies each child's stage of development and uses early years reference materials, to monitor their level of progress and how they learn. She skilfully builds on this information to plan meaningful next steps, which helps children to develop and progress to their next stage in learning. For example, she introduces words and numbers to young children as they play, to develop their language and mathematical skills. She helps pre-school children to consolidate their understanding of the world by encouraging them to talk about their reflections in the mirror and how to use magnifying lenses to look closely at mini-beasts. The childminder helps pre-school children to prepare for school by encouraging them to become independent in their self-care. She actively encourages children to listen carefully and to think and work things out for themselves through everyday conversation. The childminder skilfully responds to children's further interest in role play with a toy stethoscope, to encourage discussion about a healthy heart. However, she does not always extend opportunities for young children to use language as a means of sharing experiences, feelings and thoughts. For example, by encouraging them to talk more in-depth about the type of food they eat and choose and how this helps them to grow.

The childminder values the contribution of parents as partners, in their child's learning. She takes account of what they know about their child, to guide and inform her daily activity plans. The childminder shares information with them everyday about their child's involvement and achievements, so that they can continue to support their child's learning at home. She fosters excellent relationships with other early years professionals and health advisors, to ensure that children receive the support they need at an early stage. For example, she contributes effectively to the progress check for children aged between two and three years. This strong practice ensures that children are very well prepared for their next stage in learning and school.

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

The childminder builds strong bonds with the children in her care, which helps them to feel happy and safe when they separate from their parents. She speaks positively and kindly to children, which helps them to develop respectful and polite manners. For example, pre-school children use 'thank you' words spontaneously, when they receive help and assistance from the childminder. Young children show their contentment, as they snuggle up close to the childminder for comfort and re-assurance when they feel tired. The childminder encourages tolerance and respect for others, as children learn how to play together and to share and take turns. As a result, children settle quickly and behave well. The childminder introduces children to outside activities, such as pre-school, toddler and other childminder groups. This helps children to socialise with others and transfer to new situations, away from home, with confidence.

The childminder teaches children about the importance of good hygiene through the daily routine. For example, pre-school children know that they must wash their hands after going to the toilet, to prevent germs going into their tummy. Children demonstrate their understanding in their play, as they pretend to wash and clean germs off a toy doll. The

childminder provides nutritious meals and snacks and offers children regular drinks of milk, water and juice, throughout the day. Children benefit from regular fresh air and exercise outdoors, when they visit the park or go for a walk along the canal towpath. They enjoy active games indoors, which helps to promote their physical development and coordination. As a result, children learn about the importance of a healthy lifestyle.

The childminder's home is well organised, so that children can move freely and safely between the downstairs rooms. They have good access to a wide range of good quality toys and resources, which support their independence and ability to make decisions for themselves. They follow sensible safety rules, such as wearing slipper socks or shoes in the house, to prevent trips and falls on the laminate floor. Consequently, children's safety and well-being are secure.

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

The childminder is fully aware of her safeguarding role and responsibilities. She undertakes regular training to update her knowledge of current guidelines, to support her already good practice. The childminder follows her clearly written procedures to ensure that children are fully protected. For example, she recognises the signs and symptoms of abuse, such as changes in children's emotional well-being and behaviour and unexplained bruising. The childminder knows who to contact regarding concerns about a child's welfare and she is confident to take appropriate action when needed. She protects children from mobile telephone and camera misuse and has a secure internet policy to prevent their access to inappropriate website information. The childminder and her husband have been checked by Ofsted, to determine their suitability to work with children. Both hold current first-aid qualifications, which ensures children's safe care in the event of an accident or emergency. The childminder conducts thorough safety checks of her home and she is vigilant about children's safety, indoors and outside.

The childminder demonstrates good knowledge and understanding of the learning and development requirements. She uses early years information very well to guide and inform her teaching practice. The childminder plans purposeful activities across the seven areas of learning, which children thoroughly enjoy. She closely monitors each child's progress and sets good levels of challenge to help them to reach their next steps. As a result, children make good progress towards the early learning goals.

The childminder successfully evaluates her practice and works closely with early years advisors and Ofsted, to maintain good standards. For example, she promotes inclusion by welcoming all children, without discrimination. She considers the individual needs of all children, to plan effectively for their daily care and learning. The childminder provides a clean and comfortable home, where children feel safe and secure. She attends regular training events to enhance her existing professional knowledge and skills and to develop her practice further. For example, since the last inspection, she has developed her understanding of how to support children with autism and how to support children's emotional well-being. Consequently, children receive sensitive and caring support. The childminder shares her knowledge and experience with other childminders at forum

meetings and welcomes the support she receives from other childcare experts. As a result, children benefit from her good quality provision. The childminder has successfully addressed the action and recommendations from the previous inspection. For example, she now ensures that all of her risk assessments state when it was carried out and by whom. She now adds her signature to her assessments, to confirm this procedure has been completed. The childminder now provides further opportunities for children to choose and select a wider range of resources for themselves from accessible storage units and boxes in the conservatory. She has since increased opportunities for children to learn about healthy lifestyles through the daily routine and healthy exercise. This promotes children's learning, independence, safe care and good health. Partnerships with parents are strong and supportive. The childminder's effective practice promotes continuity in children's care and learning and secures their emotional well-being.

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	209508
Local authority	Staffordshire
Inspection number	871198
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	2
Name of provider	
Date of previous inspection	28/02/2011
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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