

Inspection date

21/10/2014

Previous inspection date

18/05/2009

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

- Children's language development is extremely well supported, the childminder talks to the children constantly as a matter of routine. This results in children developing new language rapidly.
- The quality of teaching is very good. The childminder uses a range of teaching styles that support children's individual learning needs, which means that all children are making good progress.
- The childminder provides children with clear boundaries and expectations. She works closely with parents to ensure these are consistent within the provision and the children's home. This results in children being well behaved and learning to respect their environment and other people.
- The childminder has a very good understanding of safeguarding practice and the procedures she must follow should she have concerns regarding the safety of the children in her care.

It is not yet outstanding because

- The format used for assessing children's progress does not provide parents and other professionals with clear information regarding children's age and stage of development.
- The childminder does not always share all the information regarding children's learning and development with other providers to ensure that children's needs are consistently met.

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 interactions between the childminder and children during play.
- The inspector looked at documentation, such as policies and procedures for the provision.
- The inspector looked at children's developmental records and assessments.
- The inspector checked evidence of the suitability of the childminder and her husband, the childminders self-evaluation and improvement plan.

Inspector

Lynsey Hurst

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The childminder lives with her husband and child aged 14 years, in a semi-detached property in Stafford. The whole of the downstairs is used for childminding purposes, including downstairs toilet facilities and a fully enclosed garden to the rear of the property. The provision operates Monday to Friday from 6am until 6pm, however, the childminder offers flexibility beyond these hours to suit the needs of individual families. She operates all year round, with the exception of family holidays and Christmas. There are currently nine children on roll, of which seven are within the early years age range. The childminder regularly takes children to local toddler groups and places of interest. The childminder cares for children from the local community and takes children to and from local schools.

What the setting needs to do to improve further

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

- enhance the already good assessment process to ensure clear information regarding children's age and stage of development is accessible to parents and other professionals
- extend the information shared with other settings to ensure that children's needs are consistently met.

Inspection judgements

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

The childminder has a very good understanding of the learning and development needs of all the children in her care. She gathers information regarding children's learning and development at home prior to them starting at the provision. This information, along with her own initial observations, is used to evaluate children's starting points. As a result, children are provided with a broad range of interesting and challenging experiences that meet their individual needs and build upon what they already know and can do. The childminder completes regular observations and assessments to support children's development. This ensures that the she has a clear understanding of children's capabilities and their next steps for learning are accurate. Effective planning ensures that children are offered a good range of adult-focused activities, as well as having opportunities to engage in child-initiated activities. As a result, children are focused and eager to learn and are well prepared for the next stage of their learning, and eventually for school.

The quality of teaching is very good. The childminder uses a range of skilful questioning, demonstrations and interactions to support and enhance the children's learning and development. As a result, children are making good progress as they are focused and motivated to learn. The environment ensures that language development is extremely well supported. The childminder talks to the children constantly as a matter of routine, she explains what she is doing and why, as well as talking about what the children are doing. She also uses sign language to enhance children's understanding further. The children have free access to a range of books and the childminder reads to the children regularly throughout the day. The children extend their own language development through repeating what the childminder has said and relating this to things they familiar with. For example, during a story the childminder introduces a dragon that breaths fire, the children respond that the fire is hot and blow at the dragon. The childminder introduces lots of new language this way, as a result, young children are making rapid progress in their language development.

The childminder supports children's personal, social and emotional development through using children's strengths to support other children in developing their confidence. For example, when a child is uncertain about a sensory activity, the childminder uses another child as a role model to support their engagement. As a result, the children engage well together and are learning about individual differences. The childminder ensures that the children have access to daily physical activities and provides a range of resources and opportunities that support this. For example, the children visit local parks and places of interest on a daily basis, as well as having access to the garden. As a result, the outdoor environment is used well to support children's overall development.

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

The childminder provides a warm, friendly and caring environment. Children are happy, settled and at ease in her care and demonstrate secure attachments. This is because she interacts with the children appropriately and provides a calm and relaxed atmosphere. The childminder responds enthusiastically to children's wishes and makes their learning fun and enjoyable. As a result, children are developing confidence and are supported emotionally for their next stage of learning. Children are supported with changes as the childminder shares information prior to children moving to another setting, to ensure they have accurate information regarding the child and their development. This ensures that children's needs are consistently met. Children's independence and cooperation is supported through the well-resourced environment that encourages children to make independent choices within their play. The childminder responds to children's needs to enhance this. For example, when children want different resources to play with, the childminder ensures they are involved in tidying away other toys before accessing the resources they want. This supports their understanding of keeping their environment safe.

The childminder works closely with parents to promote healthy lifestyles. She offers advice to parents on healthy food options for the meals they provide for their children. This is further supported by the childminder providing children with healthy snacks and drinks. The childminder talks to the children about what they are eating, explaining about the importance for healthy diets and keeping themselves safe. For example, the childminder

encourages children to take small bites and not put too much food in their mouths so they do not choke. The childminder uses a range of safety features, such as safety gates, to ensure children are kept safe.

The childminder is a positive role model and ensures that children are developing an understanding of manners through daily routines and behaviour. She works closely with parents to ensure that behaviour expectations are consistent within the provision and at home. This results in the children having clear and consistent messages that support their good behaviour. Children have a good understanding of hygiene routines and need very little support within this area. For example, when children sneeze or cough they know to cover their mouth and nose, and to wipe their hands afterwards to remove the germs. Children also use this knowledge within their play. For example, when children pretend to change a doll's nappy they wipe their hands afterwards to remove the germs and then put the wipe in the bin.

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

The childminder uses a robust range of policies and procedures to support her in ensuring the provision provides children with a safe and secure environment. These are reviewed regularly and shared with parents at induction or when any changes are made. The childminder demonstrates a good understanding of risk assessments and describes the checks she completes on a regular basis to reduce or minimise risks. The childminder demonstrates a very good understanding of the procedures she must follow should she have concerns over the safety of a child, or should allegations be made against her or household members.

The childminder provides children with a broad range of experiences that support them to make good progress. However, the monitoring of planning and assessment does not provide clear information regarding children's age and stage of development for parents and other professionals. As a result, assessment of children's progress across all seven areas of learning is not yet fully accurate to ensure that any potential gaps are targeted, so that interventions can be sought. Self-evaluation takes into account the views of children and their parents through regular questionnaires and daily communication. The childminder uses the feedback to inform her improvement planning. This results in changes within the provision that ensure the needs of the children in her care are met effectively. For example, the childminder has introduced the use of paper towels for hand drying, to help support children when they move onto school. The childminder ensures that her training and professional development is updated regularly. Training is identified through self-evaluation and is used to enhance the provision and the opportunities that she provides for the children.

Partnerships with parents are very good. Parents are involved in the assessment of children's initial starting points and share information regularly to support the childminder in ensuring children's needs are met. The childminder works closely with parents to ensure that children's well-being and development needs are consistent, both at home and in the provision. This results in children who are developing in confidence through secure

attachments and clear expectations. Parents are consulted with to determine a suitable time for the progress check for children aged between two and three years to be completed. This ensures that it supports the child health check provided by the Health Visitor. The childminder shares information regarding children's next steps for learning with other providers when necessary. However, information regarding assessment is not yet shared to ensure that children's needs are consistently met across the two settings.

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	EY259042
Local authority	Staffordshire
Inspection number	855980
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/05/2009
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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