

**Inspection date**

21/10/2014

Previous inspection date

10/09/2008

**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 creates a warm welcoming environment where children feel safe and secure to investigate the broad range of toys and resources available and make friends with their peers. This reinforces children's self-confidence and emotional well-being, and prepares them well for the next stage in their learning.
- The childminder places a high focus on ensuring that her home is safe. She takes good steps to reduce potential dangers and is confident in her responsibilities with regard to child protection. Therefore, children are safeguarded and their welfare is protected.
- The childminder has a secure knowledge and understanding of how children learn. She is skilful in using a wide range of teaching methods as children play. This means that children are motivated and interested in their learning and make good progress based on their capabilities and starting points.
- Children benefit from the effective partnerships that exist between the childminder, their parents and other settings they attend. Regular communication ensures information is shared to provide children with consistency and continuity in their care, learning and development.

**It is not yet outstanding because**

- The childminder has not fully considered how she can always promote independence during routine care practices so that all children gain an understanding of their own needs.

## 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, speaking to children at appropriate times while they played.
- The inspector checked evidence of suitability of the childminder and family members.
- The inspector spoke to the childminder about the daily routines, children's individual learning and conducted a joint observation.
- The inspector looked at policies, children's development records and a range of other documentation.
- The inspector looked at methods used by the childminder to monitor her practice, including the views of parents and older children from contributions made in documentation and those spoken to on the day.

## Inspector

Kim Barker

## Full report

### Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a flat on the top floor of a three storey block on a large housing estate in the outskirts of Stafford. The flat is accessed up three flights of stairs and there is no lift. The whole of the premises are used for childminding and children have access to an area for outdoor play. The childminder visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 12 children on roll, of whom five are in the early years age group and attend for a variety of part time sessions. The childminder operates all year round from 7am until 5pm, Monday to Friday, except for 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 further improve the quality of the early years provision the provider should:

- enrich opportunities for all children to gain an understanding of their own care needs by encouraging and engaging them more in care routines and allowing time for children to be involved, for example, in preparing their own snacks and serving their own food.

## Inspection judgements

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

Children are well supported to make progress, taking into account their starting points and capabilities, as teaching is rooted in a good knowledge of the learning and development requirements. During the settling-in period the childminder collects useful information from parents. She uses this information and her own good observations as a starting point to plan for how she can help children to learn more. The childminder provides a well-organised range of adult-led and child-initiated activities from a wide range of toys and resources that encourages children to learn through developmentally appropriate play. The childminder's well-organised routines and welcoming environment promotes all aspects of children's prime areas of development. For example, the skilful organisation of the childminder's toys and resources ensures that children are always able to make independent choices about what they play with. As a result, they have more opportunities to lead their own play. The childminder collects important information about individual children's achievements in their own development books. She shares her findings with the child's parents through daily chats and regularly engaging them in looking at the observations she has made. The childminder also provides parents with regular updates of their children's progress that identifies next steps in their learning and development. She shares children's individual progress with their parents so they too have opportunities to

extend their child's learning when they return home. For example, parents comment how they often continue working on things over the weekend that started in the childminder's home.

The childminder ensures that she provides good levels of challenge that are appropriate to children's age and stage of development. She incorporates an individual focus for each child's next steps in their learning and development, into activities and during incidental play. For example, the childminder effectively introduces sorting objects into a well-planned activity for all of the children in her care. Children are encouraged to develop their understanding of shape, space and measure and the childminder models language very well as they begin to use mathematical language to describe their new skills. She makes good use of this experience to encourage children to concentrate, take turns and to develop their understanding of simple concepts. At the same time, the childminder skilfully encourages toddlers to investigate the objects. She instinctively follows their interest and responds quickly to the change in focus of their play, when they recognise and make links between the objects and familiar items in her home. These purposeful interactions as children play, promotes their communication and language skills and reinforces their self-confidence and self-awareness.

There are many good and meaningful interactions and opportunities for children to engage in conversation, supporting their speaking and listening skills. The childminder uses a high level of understanding of effective communication to model language very well throughout the day. This helps children to remain interested and motivated as they find solutions to solving their own problems. For example, as toddlers who show a particular interest in operating equipment tell her that a toy is broken and will not work because the lights do not flash. She helps them to think about what might have happened, then they share in the delight when it is turned back on and it begins to work again. As children's understanding of technology and their communication and language skills are effectively supported. They feel confident to keep trying and are encouraged to engage in conversation, strengthening their personal, social and emotional development. Overall, children gain the key skills needed to effectively support their future learning.

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

The childminder places a high priority on establishing strong relationships with parents before their children start in her setting. She ensures that information she shares with parents in her policies and procedures cover all required aspects of the safeguarding and welfare requirements. As a result, they feel welcome in her home and confident in her abilities. This allows her to gain all necessary care and educational information, to ensure children's routines, interests, likes and dislikes are considered, when preparing for the move to the childminder's care. This results in children who feel safe, secure, settled and ready to learn. The childminder uses close, purposeful interactions to form appropriate attachments with children that effectively promote their emotional development and self-confidence. For example, parents share that the childminder skilfully helped children to understand their feelings during the settling-in period through the effective use of a bear puzzle that displays different mood faces. This helps children to manage their feelings and reinforces their sense of belonging, resulting in children being confident to explore and

investigate their surroundings.

Children are taught about the importance of leading a healthy lifestyle. The childminder regularly walks to and from school and plans opportunities to visit the local park. Consequently, they enjoy fresh air and exercise and develop their physical skills. Children are encouraged to eat a healthy diet. The childminder promotes the importance of eating a balanced diet with parents during the settling-in period. She ensures children's dietary needs are met, following discussions with their parents and they provide packed lunches for their children. The childminder provides healthy desserts, snacks and drinks, she encourages and supports toddlers to feed themselves and older children to drink from glasses. However, the childminder has not fully considered how she can allow extra time to always promote independence at this time. For example, children are not able to serve their own food and drinks nor are they involved in preparing their own snacks, thereby affecting their ability to consistently make independent choices about what they eat and develop their self-care skills. The childminder supports children in gaining an awareness of, and encourages them to attend to their own personal care routines. For example, the childminder expertly supports children who are beginning to develop an awareness of their need to use the potty. She skilfully acknowledges their needs and identifies their urges and provides praise and encouragement for their achievements. As a result, they gain self-confidence, self-awareness and an understanding of their own needs.

The childminder is a good role model and provides clear and consistent boundaries. She shares her expectations with parents during the settling-in period, with regards to promoting positive behaviour and equal opportunities. As a result, children are respectful of her home and follow her guidance and expectations well. The childminder guarantees children's safety through risk assessments for regular outings. Areas of her home used for childminding have been carefully assessed, with appropriate steps taken to minimise potential risk. She ensures they continue to be effective as she makes daily visual checks. Children learn about keeping safe as they negotiate the stairs that lead to her home, they know that they need to hold onto the hand rail and that they walk behind one another. The childminder also regularly practices fire evacuations so that children are familiar with what they have to do in an emergency. The childminder seeks permissions from parents to ensure they are in agreement with their children using larger play equipment. As a result, children have more opportunities to take developmentally appropriate risk when they visit local parks.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is confident in the procedures to follow if she has any concerns about a child in her care, with regards to child protection. This includes her knowledge and understanding of the signs and symptoms of abuse and what she would do if an allegation were made towards her or her family. All required documentation and records are clear and well written, including risk assessments that are regularly reviewed. The childminder understands about informing Ofsted of any significant events and all adults within the home have completed suitability

checks, ensuring they are safe to be in the proximity of children. The identity of visitors is checked and there are very clear boundaries around the use of cameras and mobile phones. As a result, the childminder's practice is effective in underpinning children's safety and welfare.

The childminder has a good understanding of her responsibilities with regards to the learning and development requirements of the Early Years Foundation Stage. She regularly reflects on children's achievements, in order to monitor the breadth of areas of learning. The childminder ensures that parents are informed of the progress their children are making in their learning and development. She does this through daily chats, regular sharing of the observations she makes of children and provides timely progress summary updates. The childminder is aware of the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. This includes the importance of identifying any required intervention and accessing additional support when necessary. There are clear procedures in place and permissions gained from parents to promote individual children's health and safety needs. The childminder has a high regard for ensuring that all information is safely recorded and privately shared with parents, encouraging effective communication. As a result, partnerships with parents are strong. Feedback from parents is positive, they are extremely happy and comforted with the outstanding care their child receives. They comment favourably that from settling in when expectations are shared, each other's views are valued and respected. The childminder has established strong relationships with other local settings. Parents' express how their children benefit from sharing important information between the childminder, themselves and other settings children attend. This demonstrates how highly successful partnerships are when children attend more than one provision, contributes significantly to children meeting their full potential.

The childminder demonstrates a passionate and committed approach to her work with children and the importance of supporting their welfare and development. She undertakes self-evaluation, to reflect on her practice and welcomes the opinions of parents and older children to ensure everyone's feelings are considered. For example, there is good evidence of reflective practice with regards to how she currently uses her observations of children's development to plan for future learning and highlights this as an ongoing area for improvement. Whereas, the childminder has identified promoting children's well-being and preparing them for the next stage in their learning as a particular strength. The childminder ensures that all regulatory training is up-to-date and welcomes visits from her local authority advisor to access training, support and encouragement.

### **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>	210094
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	865666
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10/09/2008
<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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