

**Inspection date**

10/11/2014

Previous inspection date

17/09/2008

**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's teaching is good. She regularly observes children's abilities and uses these to inform her teaching and planning the next steps in their learning. They are making good progress and are inquisitive, active learners.
- Warm relationships ensure children 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 ensures that she exceeds the requirements for paperwork and keeps up to date with ideas about childcare and education. She gathers parents' views on her service and regularly reviews how she can improve her provision with her co-childminder. She has a clear understanding of safeguarding issues, which ensures that their safety is maintained.
- Partnerships with parents are good. Information is exchanged to ensure everyone is working towards helping children to make progress in their learning and development.

**It is not yet outstanding because**

- Children are not always encouraged to develop their own ideas about how to manage problems, to maximise their ability to think critically and manage difficulties.
- The childminder does not always assess the impact of her teaching skills during activities to identify improvements and ensure practice is helped to become exemplary.

## 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 and outside.
- The inspector spoke with the childminder, her co-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 and individual testimonials.
- 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 1984 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She sometimes works with her daughter, who is also a registered childminder. She lives with her husband in a house in the Porthill area of Newcastle-under-Lyme, Staffordshire. The whole of the ground floor and the rear garden are used for childminding. The childminder visits the shops and parks on a regular basis. She collects children from the local 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. She operates all year round, from 7am 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 and provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- develop children's abilities to understand how to manage problems through discussion and experimentation, for example, using open-ended questions, to support them to develop solutions for themselves
- extend the monitoring of the educational programmes and the quality of teaching by, for example, using regular peer observations and feedback on teaching practice to enhance everyone's skills even further.

## Inspection judgements

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

Children benefit from a well-organised childminder, who carefully tailors activities to their learning needs and interests. Since the last inspection, the childminder has continued to develop her observations and assessments of children's abilities and next steps in their learning, so they provide a robust overview of what they can do. At the start of a placement, the childminder carefully plans the move from home to the childminding setting. This is through introductory visits. She gathers written information from parents about the child's abilities, likes, dislikes and family structures. This helps to inform her record of the child's starting points and the next steps in their learning. The childminder ensures that parents are fully involved in the ongoing assessment of children's progress, as they comment on what they can do at home. In addition, parents look at their child's observation file on a regular basis. Parents' views are also sought as part of the childminder's assessment of children's progress between the ages of two and three years. The childminder closely tracks children's progress against child development documents.

This allows parents and the childminder to develop a clear understanding of children's abilities and their next steps in learning. She ensures that parents have easy access to her plan of activities and how next steps in children's learning are being addressed. This means that parents are well informed about how they can continue to support children's learning at home. Children are making expected progress in all areas of learning and they are very confident in their communication and mathematical skills.

The childminder's teaching is good. She is organised in the way, which she plans activities each week to link in with children's next steps in learning, as well as widening their horizons to include other topics. For example, a recent theme has been about autumn and animal hibernation. Trips out to visit the local woodland allowed children to experience the changes in nature and see some woodland animals. The childminder notices children's interests and uses these to help reinforce other learning concepts. For example, when encouraging counting skills, she uses bugs from the autumnal theme, helping children to slow down and count what is actually there. She discusses what they are doing and links back to past activities, developing a sense of time and helping children to recall events from their memory. The childminder also links discussions about bugs to books and displays. This helps support children's understanding that writing has a purpose. Displays of children's craft work, for example, their squirrel pictures and butterflies, give opportunities to look at number groups as well as colours. The childminder displays children's work with care, which reinforces their sense of achievement at their creations. She is very good at showing and explaining how things are done, which helps children to learn new skills. For example, children learn how to roll out pastry and cut out circles to make jam tarts. The childminder uses questioning to support children to problem solve less often, which means that they have fewer opportunities to think through problems for themselves and come up with their own solution. For example, they are provided with a cutter to make the circles for the jam tarts and they are told to use flour to stop the pastry sticking to the rolling pin. Rather than being supported to think for themselves what they could use to cut the pastry or stop it from sticking.

Children's understanding of the world is developed through the use of the large garden as they enjoy growing and caring for plants. Their physical abilities are also nurtured on balancing and climbing equipment. Children develop an understanding of others as they use their imaginations to recreate everyday situations with the role-play equipment and small world play figures and cars. The childminder provides activities, which grow in complexity to help support children to develop the skills for the next stage in their learning, such as school.

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

Children are very well behaved. They are kind and caring towards one another, for example, ensuring all get a turn when using the rolling pin during baking sessions. The childminder supports this cooperative atmosphere as she role models positive behaviour to children and reinforces with praise their constructive play. Children develop an understanding of other people's feelings and what is acceptable behaviour. This has a positive effect on their emotional well-being. The childminder works with a co-childminder

but she ensures that parents understand that she is the key contact or key person for the children allocated to her care. She gathers information from the parents about issues, which may affect children's well-being, to support the close bonds that she develops with the children. Children's physical requirements for food and rest are addressed through clear routines. Therefore, young children understand what is going to happen next and feel secure that their needs will be satisfied. This gives them the confidence to join in with play and learning activities.

The childminder provides snacks that are freshly prepared and include a wide range of fruits. She also ensures that parents are given information on healthy eating, so that packed lunches, which they supply, are nutritious. This encourages positive eating habits. Children are well supported to start to think about what would be a healthy diet. They have made a booklet that they refer to, which reminds them not only about healthy eating but also exercise and safety issues. The children also benefit from practising their self-care skills when they feed themselves at mealtimes. They regularly use the outside play space, which is well equipped with a wide range of equipment. This develops a positive attitude to exercise in the fresh air.

Children start to understand about safety issues because the childminder provides opportunities for them to learn to manage risks. For example, children negotiate different levels in the garden and have undertaken activities, which help them to consider risks, which they may encounter when not with the childminder. Children recognise the pictures they have made of a zebra crossing and understand why they should use one when crossing a busy road. Close links are developed with the local community and regular trips to collect children from local pre-schools are undertaken. This provides opportunities for children to develop their social skills and become familiar with pre-school premises. This helps to prepare children for the move onto school when the time comes.

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

Children are safeguarded appropriately. The childminder has a secure understanding of the signs that may cause her concern. She is fully aware of the importance of her role in protecting children and of identifying adults that may be a threat to them. The childminder understands the significance of keeping clear records of any concerns she may have and quickly accessing help and advice should that become necessary. She undertakes risk assessments of the home and for outings. The childminder is aware of the supervision requirements of younger children, both when inside and in the garden, which is on two levels. This helps to ensure children are protected from harm.

The childminder strives to improve. She researches the latest ideas for children's learning and welfare. She identifies and implements improvements. For example, she now records more clearly the outcomes of activities, which are undertaken to support children's next steps in learning. She welcomes the input of the local authority development worker as a source of good practice guidance and attends courses on an ongoing basis. The childminder also exchanges best practice ideas with her co-minder and other local childminders to ensure continuing improvement of her provision. However, opportunities

for the childminders to observe each others' teaching and share their comments and observations are not fully exploited, in order to ensure they develop the very best skills in reflecting on their own and others' teaching practice.

The childminder builds good partnerships with parents. They are encouraged to provide information about their child. This helps the childminder ensure continuity in the children's care between the home and the setting. Good communication is developed through talking with parents each day and she provides information sheets on care issues, such as the management of head lice or issues, such as bullying. Written policies are shared with parents, which gives them a further insight into how their child's care is organised. They are also encouraged to provide feedback and suggestions for improvements, which are incorporated in changes that the childminder instigates. The childminder is aware of the need to develop links with other providers of the Early Years Foundation Stage, who may also care for the children, when this becomes necessary. She is also confident about forming links with other provisions and professionals to ensure a coordinated service for children with special educational needs and/or disabilities when the need arises. This ensures that no child is disadvantaged and that all children have their needs met well.

### **The Childcare Register**

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

<b>Unique reference number</b>	210207
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	864174
<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>	17/09/2008
<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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