

Inspection date	18/11/2014
Previous inspection date	09/07/2009

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 are progressing well because the childminder is knowledgeable about how children learn and teaching is good. She provides children with interesting and challenging play, which covers all areas of learning.
- Children develop a very strong sense of belonging with the childminder through her warm and sensitive interaction and her strong commitment to caring for them and their families.
- The childminder ensures children are safeguarded. Her home is safe, secure and well organised so that children can move safely and confidently. They access a good variety of resources, which encourages their confidence and independence throughout the day.
- The childminder maintains ongoing dialogue with parents and encourages them to share children's learning at home. She uses this shared knowledge and understanding to work together and think through ideas of how to move children forward in their learning.

It is not yet outstanding because

- There are times when the childminder does not maximise opportunities for children to fully extend their already good language skills. This is because she does not always allow enough time for them to gather their thoughts and respond to questions.

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 playroom, kitchen and outside learning environment.
- The inspector held a joint observation with the childminder.
- The inspector looked at the children's assessment records and discussed the planning of activities with the childminder.
- The inspector checked the childminder's qualifications, evidence of suitability and her policies and procedures.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter in Rolleston-on-Dove, Staffordshire. The whole of the ground floor is used for childminding. There is an enclosed garden for outside play. The property is accessed via a small step and ramp. The family has two cats as pets. The childminder attends a local toddler group. She visits the park, library and attractions in the local area on a regular basis. She collects children from the local schools and pre-schools. There are currently 17 children on roll; seven of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates during term time only, from 7.30am to 5.30pm, Monday to Friday.

What the setting needs to do to improve further

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

- strengthen teaching strategies by ensuring children are provided with enough time to respond to questions, in order for them to fully extend their expressive language skills and begin to use more complex sentences.

Inspection judgements

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

The childminder is enthusiastic and caring. As a result, children are clearly happy, motivated and eager to learn. She is experienced, holds a qualification at level 3 and has a good understanding of how children learn through play. The childminder carries out observations of children's learning and makes a record of what children can do, using a computer software system. In addition, she gathers information from parents at the start about what their children like and can do. This enables the childminder to plan a wide range of interesting and challenging activities, which extends children's learning. Children's next steps are effectively displayed to support the childminder and enable parents to see what their child is working on. Parents are actively encouraged to support their child's learning at home. There is regular sharing of information verbally. In addition, they are able to access the computer software system to add their own information and to keep up to date about their child's progress. Therefore, relationships with parents and carers are strong, and feedback in the form of parental questionnaires, references and 'thank you' cards, is very positive. The computer software system allows the childminder to track children's progress and to generate regular summaries of the children's attainment. The progress check for children between the ages of two and three years is completed in partnership with parents. The childminder knows how to focus on the prime areas of learning. She understands the importance of early identification of specific needs and that early intervention is necessary to help narrow any identified gaps in children's

achievement.

The quality of teaching is good. The children share a wonderful relationship with the childminder as she makes learning fun and encourages the children to 'have a go'. Children of different ages enjoy making 'gloop' as they take turns to add corn flour and pour in water. The childminder extends the activity by introducing food colouring which the children add using pipettes. They discuss the colour which is produced as they mix blue and yellow food colouring together. The childminder uses a range of good teaching strategies to support their learning. For example, she describes what she is doing and asks the children a variety of questions. However, there are times when the childminder does not maximise opportunities for children to fully extend their already good language skills. This is because she does not always allow enough time for them to gather their thoughts and respond to questions. Containers of different sizes are added to reinforce their understanding of 'big' and 'small'. As a result, they learn to use mathematical language and strengthen their understanding of the concept of size. The childminder demonstrates an understanding of how to support children's early writing skills by adding tweezer style chopsticks and small shapes. These provide opportunities for the children to develop the physical skills required to hold and control a pencil with accuracy. Throughout the activity, children enjoy using their senses to explore the different textures. There is constant discussion between the children and childminder. They happily talk about past events and confidently ask questions. As a result, children are developing their communication and language and are effectively supported in developing their social skills.

There is a designated playroom, which provides access to a broad range of well-organised resources. Children are beginning to understand that print carries meaning and recognise some familiar words. The playroom environment is rich in pictures and words in order to support children's understanding further. Children have opportunities to develop their understanding of rhyme with access to a wide selection of games and books. The childminder has also made a range of story and rhyme sacks for the children to choose from. She responds well to children's interests, encouraging children to lead their own learning and joining in with their play. For example, children enjoy playing outside on the wheeled toys, slide and see-saw. The childminder praises their efforts as they learn to climb the steps of the ladder and slide down. This raises children's self-esteem and confidence. Children use their imagination as they select resources to make trunks and march around the outdoor area, pretending to be elephants. They are eager to talk about and demonstrate their 'musical' wall which has been created using a variety of kitchen utensils made from different materials which create a mixture of sounds. As a result, children learn to express their ideas in numerous ways. Children proudly show their chalk pictures which they have drawn on a recent visit to the local toddler group where they engage in a range of different activities and socialise with other children. The childminder organises regular trips to the local library. This fosters children's love of books, developing their imagination and extending their general knowledge. As a result, children are acquiring the necessary skills to be ready for school when the time comes.

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

The childminder provides a stimulating and friendly home environment where children and their families receive a warm welcome. Children show how happy and settled they are as they constantly talk to the childminder on a wide range of topics or ask questions. During a settling-in period, the childminder finds out detailed information about children's individual routines, health and care needs, interests, likes, dislikes and what they can do. As a result, she is able to meet their needs from the start and children settle quickly into the setting. Good links with local schools are in place. Children are helped to prepare for the next stage in learning by attending a toddler group and other local facilities where they meet and engage with other children. They are becoming familiar with the staff and school buildings as they collect older children from the local school and pre-school. The childminder helps the children prepare for school with lots of activities. For example, children are provided with a packed lunch on occasions and enjoy a day where they can dress up in their new school uniform.

The environment promotes children's independence. It is well organised, clean and safe. Children enjoy moving their photographs to show they are in attendance. They know where aprons belong and confidently hang them up when they have finished with them. The playroom provides easy access to a wide range of resources, which are attractively stored. This means that children are able to make decisions and choose resources to support their emerging interests. The childminder actively teaches good manners. Children happily share and take turns. Their efforts and achievements are promptly acknowledged and encouraged through praise and positive body language. This supports children's self-esteem and confidence. Children are well behaved. They respond positively to the childminder as she explains the consequences some of their actions may have. This enables the children to manage their own behaviour appropriately. Children talk with confidence about the regular fire drills. They are encouraged to pick up toys and put them away when they have finished playing with them to ensure clear pathways. As a result, children develop an awareness of how to stay safe.

Children's health and hygiene is well promoted. They have daily opportunities for fresh air and exercise as they play in the garden or go to the local parks. The childminder provides children with a wide selection of fresh fruit and introduces children to new tastes and textures through home-cooked meals. She gathers information from parents about any dietary needs or allergies before the children are placed in her care. Appropriate arrangements are in place for children to rest and sleep. Children are beginning to manage their own personal hygiene and use good hand-washing routines with the childminder. She is readily available to support them with their self-care skills if they require assistance. This helps them to build confidence and find out what they can do for themselves.

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

The childminder has a good understanding of safeguarding procedures. She has attended relevant training to keep her knowledge up to date. The childminder knows how to record and report any concerns she may have, with regard to potential indicators of abuse or neglect. There are a range of policies and procedures in place, which underpin the welfare

and safeguarding requirements. The childminder has a current paediatric first-aid qualification and first-aid kits are easily accessible. Accidents are recorded on the computer software system and details are either printed out for parents to sign or signed electronically. There is a clear policy on the administration of medicines and these are also recorded electronically. The childminder ensures her home is safe and secure and only suitable adults have contact with the children. All adults living in the home have been appropriately vetted and any visitors are asked to sign the visitors' book. The childminder is very conscientious about keeping children safe from harm and ensures they are protected and closely supervised at all times. For example, safety gates are used to prevent access to some areas, such as the stairs. The childminder has completed thorough risk assessments of her home, garden and outings undertaken. The implementation of these successfully minimises potential hazards and risks to children and is effective in keeping them safe and secure. As a result, children are safeguarded and protected.

The childminder monitors the educational programmes to ensure that all areas of learning are covered. As a result, she has a good overview of the level of development of the children in her care and plans a good range of activities to meet their learning needs. The childminder has good systems in place for self-evaluation and recognises the importance of professional development. She regularly asks children and parents for their views through questionnaires. The recommendations raised at the last inspection have been fully addressed.

Children benefit from the strong relationships the childminder shares with parents. Regular verbal feedback keeps parents up to date about their child's progress and they have access to their child's records on the computer software system. Newsletters inform parents about activities and forthcoming events. Parents spoken to are extremely pleased with the care and education their children receive. Written comments testify to the 'lovely relationships based on mutual respect and trust' and how the childminder's home is 'warm and inviting, stimulating for children to learn and engage with her and other children'. The childminder has well-established partnerships with local schools and recognises the importance of sharing information to continue and complement children's individual needs. The childminder is knowledgeable about working with other agencies and professionals. She understands the procedures to follow if additional support is required to enable children to succeed and achieve.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	EY387998
Local authority	Staffordshire
Inspection number	859076
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	09/07/2009
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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