

Inspection date	17/11/2014
Previous inspection date	08/12/2008

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

- Children thrive as they benefit from an extensive range of activities within the home and have access to high quality resources. The childminder undertakes effective assessments and plans activities to support children's individual learning goals. As a result, children make good progress in all areas of learning.
- The childminder spends time getting to know the needs and interests of children well. She has routines in place to effectively meet their care needs. As a result, children are happy and settle very well.
- Children are cared for in a safe and well-organised environment. The childminder has a good knowledge of safeguarding and effective policies and record keeping systems are in place. As a result, children are well cared for and protected from harm.
- Children benefit from a stimulating environment as the childminder regularly reflects on her practice and makes continuous improvements. She works closely with parents and other settings to ensure children continue to make good progress in their development.

It is not yet outstanding because

- The questions that the childminder asks children during their play do not always fully challenge them to express what they are learning. As a result, children do not make rapid and further progress in their communication skills.
- Children are not always fully encouraged to share nicely and take turns with resources. As a result, children sometimes experience confrontation over toys with their peers.

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 lounge, kitchen and the garden.
- The inspector held discussions with the childminder and children when appropriate.
- The inspector looked at a sample of children's records and assessments.
- The inspector checked evidence of suitability and qualifications of the childminder. The inspector looked at the childminder's self-evaluation records.
- The inspector took account of the views of parents included in the childminder's parent letters.

Inspector

Diane Hancock

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 in a house on the northern outskirts of Hereford. The whole of the ground floor is used for childminding. The childminder attends a toddler group and activities with the local community. She visits a variety of parks on a regular basis. She collects children from the local schools and pre-schools. There are currently five children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder also cares for her grandchildren. The childminder operates all year round, from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- improve the interaction with children by extending the use of open-ended questions to further promote their communication skills
- extend the use of turn taking while playing games with younger children, for example, through the use of group activities to further promote their sharing and social skills.

Inspection judgements

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

Children make good progress in their learning and development as they respond well to the childminder's support and provision of a wide range of stimulating activities and high quality resources. The childminder has all about me sheets, which help her to gather initial information from parents regarding their child's development, so that children's needs are effectively met. She uses this detail and her own ongoing assessments of children's progress to form clear learning objectives and plan learning opportunities for each child. For example, the childminder provides a wide range of writing materials, such as, brushes and water, large chalks and large wax crayons to promote children's writing skills both indoors and outside. Children develop an interest in mark making as they draw on the patio. Furthermore, the childminder plans purposeful activities, such as singing nursery rhymes alongside a book and compact disc. As a result, children enjoy joining in with the actions together and begin to learn some of the words. These resources are shared with parents, so that they are able to work together to promote children's language. The childminder clearly identifies new vocabulary for each of the well-planned and structured activities. For example, she says 'fast' and 'slow' when playing with the cars in the corn flour or paint. Additionally, she introduces blowing bubbles to help children develop skills,

which will promote their language development. Children are enthusiastic to have a go and are fascinated by the bubbles. The childminder also makes good use of displays of photographs and posters to help promote discussions of what they can see and play with in their environment. Consequently, children begin to make good progress in their language development and express their wishes. However, there are some occasions when the childminder does not always use open-ended questions to fully encourage children to verbalise their thoughts and ideas, such as when they are playing with the sensory resources.

Children are inquisitive and enjoy an extensive range of sensory play opportunities, for example, they use different materials, such as jelly and shaving foam and become more confident to join in to find hidden items. The childminder provides an excellent selection of resources for sensory boxes. Children enjoy exploring different textures and discover what noises they can make from items, such as bubble wrap and various shakers. The items are glittery and sparkly to captivate children's interests and they enjoy playing with the shiny beads. The childminder rotates the sensory box items so sometimes it links with the topics, such as everything is blue or related to autumn. Children enjoy the texture of leaves and play with the conkers using their imagination as they roll them down some piping. Older children enjoy challenges set by the childminder, such as obstacle courses and an ice challenge, where together they experiment with ice and look for hidden toys. The childminder plans other interesting activities as they play with torches and dens to develop their understanding of light and dark.

The childminder's planning is flexible to meet the needs of children, for example, spending time within the home getting to know new children and building relationships before going out to toddler groups and outings. As a result, children are very well supported in their individual learning and development. Children are independent and choose what they want to play with and have good opportunities to get absorbed in their play, for example, as they readily access a range of books. The childminder makes good use of puppets during story time to promote children's concentration. Younger children enjoy feeling the textures in the sensory books the childminder has made. The childminder knows their interests well and uses this knowledge when planning topics and activities, for example, using children's interest in transport to learn their written name using the carriages of a train picture. Parents are involved in children's learning as they contribute items from home. They also view their children's informative learning journey book with many photographs, observations, assessments and next steps in their learning. Parents and the childminder work together to extend children's learning in the setting and at home. Children look at their learning journey books and celebrate their achievements as they reflect back on activities they have enjoyed. The childminder gives parents a copy of the progress check for children between the ages of two and three years to share with health professionals and other settings, which further promotes effective partnership working.

Children form close friendships with the childminder and their peers. They develop a sense of belonging in the home as photographs of themselves are displayed. Young children settle well as they have their family photos on display that they can refer to when they want. Children are encouraged to express their feelings using pictures of different emotions on the fridge and supported by the childminder. She has other good resources, such as books, which cover different experiences to help children cope with change, including starting school. As a result, children are well supported emotionally. The childminder has excellent resources and provides support to promote knowledge of numbers, letters and writing skills. As a result, children are very well prepared for starting school and pre-school because many can recognise and write their names and have a good knowledge of the letter sounds. Furthermore, children gain confidence in different social environments as they attend toddler groups. Children become increasingly independent as they are encouraged to put on their own coats and shoes daily before they go out to play. The childminder provides advice to parents as they work together to promote children's self-care skills. As a result, from a young age, children make good progress to independently feed themselves. This also helps children to develop important skills in readiness for their next stage of learning.

The childminder supports children's well-being very effectively through good care practices, such as hygienic nappy changing and hand washing regimes. Children begin to learn the importance of hand washing through related songs. Babies and young children sleep well with good routines in place. The childminder perseveres to help new babies who are tired to settle easily in a different environment. Parents are well informed of care routines using a daily diary. Children learn about healthy lifestyles as they eat nutritious snacks and develop the habit of eating sandwiches first. The childminder speaks to parents about healthy packed lunches and restricts the number of sweet foods that children eat. Children learn about the importance of healthy eating as the childminder discusses this during role play with wooden fruit and vegetables. As a result, children begin to know they need to eat healthy foods. Children develop good physical skills as they enjoy playing in the garden on a variety of ride on toys and visit a well-equipped park to gain new skills. Children benefit from fresh air daily in all weathers and enjoy taking part in activities, such as gardening. The childminder effectively uses quizzes and treasure hunts to help maintain children's enthusiasm when out on local walks.

Children are cared for in a safe and well-organised environment. The childminder discusses safety issues with children. For example, children develop understanding of road safety as they refer to the use of traffic lights when playing with the cars on the car mat. Children also learn about fire safety as they practice regular fire drills. Children are helpful and learn to tidy up as they are encouraged by the use of a song. The childminder helps children to learn about the consequences of their actions, such as not to hit because they might hurt someone. Overall, children are well behaved and begin to learn to play together. However, there are occasions when they have difficulty sharing resources. The childminder does not provide additional group activities to further promote sharing, such as taking turns. Children receive praise and encouragement alongside the use of reward systems, such as sticker charts and marbles in their jar to encourage good behaviour.

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

Children are well protected from harm because the childminder has a good knowledge of safeguarding procedures. She attends regular courses and keeps up to date with relevant information, such as current contact details, local procedures and signs and symptoms of abuse. Information is displayed and easily to hand. As a result, the childminder has a good understanding of what to do if she has concerns about a child. All adults within the home have a Disclosure and Barring Service check to ensure they are suitable to look after and be in contact with children. The childminder updates policies and procedures to ensure parents are well informed of the provision. The childminder is well organised regarding record keeping and meeting the welfare requirements to ensure the needs of children are met. She provides a well-maintained environment with detailed risk assessments in place. The childminder also provides high quality resources, which are safe and suitable for children attending.

The childminder spends time reflecting on her provision daily and regularly updates a formal self-evaluation record. Consequently, she makes ongoing improvements and plans appropriate activities. She also liaises with other childminder's and childcare professionals to share ideas and good practice. She uses the additional knowledge gained to make ongoing changes within the home, for example, she has increased the range of sensory activities and attends various toddler groups within the community. As a result, children benefit from a more stimulating and structured routine.

The childminder seeks parent's views through discussion and written letters. Parents comment that they are very happy, children progress in their confidence and language skills and they enjoy a range of fun activities. The childminder has a good understanding of the learning and development requirements. She monitors her provision through tracking children's progress to ensure they benefit from a range of activities across all areas of learning. The childminder has positive working relationships with parents. All detailed assessments are shared with parents, including the progress check for children between the ages of two and three years. The childminder has acted upon previous recommendations from the last inspection. For example, she shares information and liaises with staff at other settings, to ensure continuity of care and good progress in children's learning and development. This demonstrates that the childminder has a good capacity for continuous future improvement.

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	223396
Local authority	Herefordshire
Inspection number	871322
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	08/12/2008
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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