

Inspection date	17/11/2014
Previous inspection date	26/01/2009

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

- The childminder places a strong emphasis on building relationships with children and their families. This reinforces children's self-confidence and emotional well-being, and prepares them well for the next stage in their learning.
- The childminder focuses on children's interests and achievements to provide a wide range of resources and experiences. As a result, teaching is purposeful and children are fully engaged and motivated to learn through play.
- The childminder has a good overview of children's needs, as her assessments of children's development are accurate. This results in children being supported to make good progress, relating to their starting points and capabilities.
- The childminder successfully engages parents and other settings in working together to complement and enhance children's care, learning and development.
- The childminder is fully committed towards her work with children and recognises the importance of supporting their welfare and development. She is confident in her responsibilities with regard to child protection. Therefore, children are safeguarded and their welfare is effectively protected.

It is not yet outstanding because

- The childminder does not always help children to explore their own ideas fully. Consequently, children are not always encouraged to be active learners, following their own concepts or devising their own strategies to make things work.

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 and spoke to children at appropriate times while they played.
- The inspector checked evidence of suitability for the childminder and family members.
- The inspector spoke to the childminder about the daily routines and children's individual learning. The inspector also conducted a joint observation.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- The inspector looked at evidence of self-evaluation, including the written views of parents.

Inspector

Kim Barker

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, and her three children in a house in Great Wyrley, near Cannock, Staffordshire. The whole of the ground floor, along with the first floor bathroom and an enclosed garden is used for childminding. The family has one dog as a pet. The childminder attends local carer and children's groups and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll; all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- use a wider range of teaching strategies, such as questioning and role modelling, to help children regularly explore their own concepts and ideas, so they develop their own strategies and become more active learners.

Inspection judgements

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

Children are well supported to make good progress, as the childminder's teaching skills are rooted in a good knowledge and understanding of the learning and development requirements. During the settling-in period, the childminder collects detailed information from parents. She uses this information, and her own good observations, as a starting point to plan for future activities. As a result, children access a well-organised range of adult-led and child-initiated activities that are linked to their individual stage of development. The childminder is confident in her abilities and makes good use of her secure knowledge of how children learn, to promote engagement across all seven areas of learning and development. The childminder helps children to remain motivated and interested in their play by responding to their curiosities and making regular changes to the resources provided. For example, children use cups and scoops to build towers and as their play begins to take a new direction, the childminder recognises their new aim and provides more resources. Children then begin to sort and match the objects by colour as they demonstrate their understanding of pattern through their exploratory play. The childminder makes good use of this purposeful experience to encourage children to concentrate and think critically as they develop their mathematical skills. However, the childminder is not yet confident in using a wider range of teaching strategies to consistently help children to make links between their ideas and actions. For example, she

does not use a range of questioning techniques or role model thinking out loud to encourage children to fully explore their own ideas or develop their own strategies for doing things. Consequently, children's learning is not always fully extended and they do not take an as active role in their own learning as possible.

The childminder effectively records and assesses children's development, clearly identifying next steps in their learning. As a result, she has a good understanding of individual children's learning needs and provides good levels of challenge that are appropriate to children's age and stage of development. She regularly reviews her assessments of children's progress and uses this information to identify any gaps in their development. She makes good use of the information to help plan effectively for children's next steps in their learning which she skilfully integrates into children's play. For example, children explore how water beads move when they are handled. They use a variety of tools and equipment to scoop up and transport them, and the childminder effectively introduces everyday language to help children compare the size of objects, develop counting skills and colour recognition. There are many meaningful interactions and opportunities for children to engage in conversation, which supports their understanding and speaking and listening skills. For example, as children make tracks in dough with a toy car, the childminder engages them in conversation to find out where their ideas are leading. She helps them to find a tow truck when they explain that the car might get stuck. The childminder encourages toddlers' language skills as they are encouraged to share their understanding of where the beads have all gone, as they play alongside their older peers. As a result, children play alongside each other harmoniously, promoting their personal, social and emotional development as they interact positively. Children's behaviour shows that they feel confident and are beginning to form positive relationships.

The childminder uses effective processes for evidencing and tracking children's learning to ensure she maintains a good overview of their learning and development. She shares children's individual progress with their parents through daily conversations, an effective diary system and the regular summaries of their children's progress. She shares information about children's activities, so that they too can support their children's learning when they return home. The childminder has established effective relationships with other settings that children attend. This means that important information about children's progress, that complements and enhances their learning, is shared. As a result, children benefit from continuity in their learning and development. Overall, the childminder has a secure understanding of the learning and development requirements and supports children well, so that they develop skills in readiness for the next stage in their learning.

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

The childminder engages very well with parents to gain all necessary care and educational information when children first start. She invites children and their parents to visit for settling-in sessions. This ensures children's routines, interests, likes and dislikes are considered when preparing for them to be cared for in her home. Consequently, children feel safe and secure, and are settled and ready to learn. Relationships with parents are supported through daily handovers and the effective use of a three-way diary that

includes information about what their child has done during their day at nursery and in the childminder's home. As a result, children benefit from consistency and continuity in their care, learning and development. The childminder has a good awareness of children's emotional needs and places an emphasis on building attachments with children. For example, she sets out toys and plans activities that she knows interest the children and that they will enjoy taking part in. This reinforces their sense of belonging, resulting in children being confident to explore and investigate their surroundings. The childminder also uses close purposeful interactions to develop and maintain appropriate relationships with children that effectively promote their emotional development. For example, when toddlers indicate that they are getting tired and need a nap, the childminder instinctively recognises this and provides cuddles and reassurance. This helps them to adjust their behaviour to different situations and take changes of routine in their stride.

Children are encouraged to behave well as the childminder is a good role model and provides clear and consistent boundaries. She shares her expectations, which are reinforced through her well-written policies, with parents during the settling-in period. The childminder maintains effective daily routines that enhance children's self-confidence and self-awareness. For example, the childminder skilfully acknowledges that children are ready to move onto another activity and engages them very well in helping them to tidy away toys before moving onto the next activity. The childminder encourages children to look after themselves and further develop their independence by offering support when necessary. For example, when children let her know they need to use the toilet, they are encouraged to manage their own needs and follow appropriate hygiene routines. As a result, children gain self-confidence, self-awareness and an understanding of their own needs. These developing skills help to prepare children for the next stage in their learning and their growing confidence means they are emotionally prepared for the move onto nursery or school.

Children are taught about the importance of leading a healthy lifestyle. The childminder walks to and from school daily and plans regular opportunities for children to visit local groups or to play in her garden. Consequently, they enjoy fresh air and exercise and develop their physical skills. Children are encouraged to eat a healthy diet. The childminder ensures children's dietary needs are met following discussions with parents. Parents provide packed lunches for their children and ingredients to prepare a hot meal if they attend full days. The childminder ensures that children have access to plenty of drinks throughout the day and promotes the healthy choice of fruit at snack time. As a result, children gain an understanding of the importance of healthy lifestyles. Children learn about keeping safe, as they walk to school. They hold onto the pushchair or the childminder's hand to prevent them getting harmed by traffic. 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 childminder uses her high level of awareness of how children learn to provide an individually appropriate level of support and guidance on how to use the equipment safely.

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

The childminder has a secure knowledge of the requirements of the Early Years Foundation Stage. This includes a good understanding of safeguarding and the procedures to follow if she has any child protection concerns, including what she would do if an allegation was made towards her or her family. All required documentation is in place and records are clear and well maintained. This includes good systems to review ongoing daily risk assessments. The childminder understands about the importance of informing Ofsted of any significant events and all adults within the home have completed suitability checks through the Disclosure and Barring Service, ensuring they are safe to be in the proximity of children. The identity of visitors is checked and there is a secure procedure 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 establishes strong relationships with parents. These are maintained through the daily handovers and regular updates on children's learning and development. There are clear procedures in place to promote children's health and safety needs. All information is safely recorded and any issues are promptly shared with parents, encouraging effective communication. Feedback from parents about the childminder's approach is positive. They comment favourably, stating how they appreciate all of the kind and thoughtful things the childminder does and reporting that knowing that their children are in such good hands has made it that much easier to go to work. The childminder successfully engages parents in her practice and regularly seeks their opinions through questionnaires. She has good systems in place to regularly share children's progress with parents and understands her role in supporting successful communication when children attend more than one provision. As a result, children benefit from a shared approach to their care, learning and development through the effective partnerships between their parents, the childminder and other settings they attend.

The childminder has a secure understanding of her responsibilities regarding the learning and development requirements of the Early Years Foundation Stage. She recognises the need to monitor the delivery of the educational programmes and reflects on previous observations and assessments to ensure that children remain motivated and interested in their learning. The childminder has a good overview of children's progress, as procedures used to track children's development are effective. This demonstrates her secure knowledge and understanding of how children learn. The childminder is fully 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. The childminder undertakes thorough self-evaluation in order to reflect on her practice, highlighting strengths and areas for improvement. In her own words she is aware of the importance of continual reflection on how she can help children become 'wonderful little people'. The childminder attends all regulatory training and makes good use of local professional support networks to access additional training, peer support and encouragement. As a result, she has many opportunities for regular reflection on her practice which means that she is continually developing her service for the benefit of the children who attend.

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	EY302250
Local authority	Staffordshire
Inspection number	861774
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26/01/2009
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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Piccadilly Gate
Store St
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M1 2WD

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