

Inspection date	27/11/2014
Previous inspection date	23/01/2009

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 has a good knowledge of how young children learn and employs good teaching strategies, which successfully meet their developmental needs across all areas of learning.
- Children are cared for in a welcoming family home, where they develop good relationships and attachments, which help them feel safe and secure.
- The childminder's understanding of safeguarding procedures is strong. This ensures that children's welfare is protected and they are kept safe from harm.
- The childminder works effectively with parents. He gathers good information about children at admission and uses this well to meet children's individual needs.

It is not yet outstanding because

- The childminder sometimes does not build on opportunities to introduce new words into children's vocabulary and extend their learning as he provides answers too quickly for them and does not always give them time to think about the question.

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.
- 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 his policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from written information provided by parents.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and works with a co-childminder. He lives with his family in a house in Lichfield, Staffordshire. The whole of the ground floor is used for childminding. There is an enclosed garden for outdoor play. The family has three cats. The childminder attends a local toddler group. He visits the shops, library, park and local woods on a regular basis. There are currently four children on roll, all of whom are in the early years age range and they attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday and from 7.30am to 5pm Friday, except bank holidays and family holidays. The childminder 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:

- help children to further develop their language skills by using more open-ended questions and giving children thinking time to put their thoughts into words, without jumping in too quickly to answer for them.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements. He works with another childminder and together they plan a variety of play experiences across the seven areas of learning, which meet the needs and interests of the children in their care. This includes interesting outings and outdoor activities that enable them to develop an awareness of the wider world and nature. For example, children take part in bug hunts and enjoy visiting a local forestry centre with themed nature trails. The childminder gathers lots of information from parents about their child's stage of development, their interests and abilities when they first start to attend. Parents continue to contribute to their children's learning at home and in the setting through adding comments in their learning journey and through daily discussions with the childminder. Parents are involved in the progress check for children aged between the ages of two and three years, which identifies how well children are progressing. Detailed observations and assessments are used to plan children's next steps in learning. These are recorded in each child's learning journal, which are closely monitored to ensure children are making good progress. The childminder 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 childminder purposefully observes children's interests

and ensures that resources are available to support them. For example, young children show an interest in exploring paint. The childminder provides an activity which allows them to explore the texture of paint and to make marks using different tools and natural resources. This also supports their physical development. Throughout their play the childminder talks to the children about what they are doing. However, he does not always build on opportunities to introduce new words into their vocabulary and extend their learning. This is because he provides answers too quickly for the children and does not always give them time to think about the question. A varied range of toys are available to toddlers to support their learning. For example, they develop their imagination as they play with trains and cars. Young children learn how things work by pressing buttons, which results in different sounds being made or a story being told.

Children enjoy playing in the designated playroom, which provides access to a wide range of well-organised resources. They enjoy listening to stories in the cosy reading area, where props are readily available to support the storyteller. The playroom environment is rich in pictures and words in order to support children's developing understanding that print carries meaning. The childminder supports children to develop their early mathematical skills. He joins in with young children's play as they try on different hats from the dressing-up resources. The childminder counts the different hats and uses positional language to extend learning. Children enjoy playing outside on the small climbing frame and slide. They learn to climb the steps of the ladder and slide down. Children are praised for their efforts. This raises children's self-esteem and confidence. There are opportunities for children to develop their early writing skills with paintbrushes and water or the chalkboard, which also supports physical development. The childminder organises regular trips to the local library. This fosters children's love of books, developing their imagination and extending their general knowledge. They socialise with other children at toddler groups and on trips to attractions in the surrounding area. 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

Children are very settled. They are clearly at ease in this welcoming, homely environment. During a settling-in period, the childminder finds out detailed information about children's individual routines, health and care needs, interests, and what they can do. As a result, he is able to meet their needs from the start and children settle quickly into the setting. Photographs of the children, their families and activities they have been involved in are displayed in the playroom. This provides them with a sense of belonging. The childminder takes a positive approach to managing the behaviour of children. A kindness tree displays examples of acts of kindness by the children. He sensitively intervenes on rare occasions when children start to disagree. The childminder models the language of sharing and taking turns and allows children time to respond to each other. As a result of this, children behave well and are helped to solve problems for themselves.

The childminder actively encourages children to lead a healthy lifestyle. He provides nutritious, home-cooked meals using fresh produce. The childminder promotes the practice of eating seven portions of fruit and vegetables a day. Children are encouraged to clean their hands before eating. They are provided with healthy snacks, and drinks of

water are readily available throughout the day. Young children are encouraged to feed themselves. There are opportunities for older children to prepare their own snack by cutting fruit or spreading butter on crackers. This supports children's developing independence. Meals and snacks are social occasions, where the childminder sits with the children and talks to them on a variety of topics. Good manners are encouraged and children behave well. Consequently, children are provided with good learning opportunities. Children are closely monitored throughout their sleep to ensure they remain safe and comfortable. There is a designated room to enable children to sleep without being disturbed. They have daily opportunities for fresh air and exercise as they play in the garden. This supports their health and well-being. Children are beginning to manage their own personal hygiene. The childminder 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.

Children have easy access to a wide range of resources in the playroom and outside. The playroom is well organised, clean and safe and toys are attractively stored. This means that children are able to make decisions and choose resources to support their emerging interests. They are encouraged to pick up toys and put them away when they have finished playing with them, to ensure pathways are kept free from hazards. Children practise regular fire drills. They learn about road safety when they go out in the local area. As a result, children develop an awareness of how to stay safe. Children are helped to prepare for the next stage in learning by attending toddler groups and other local facilities where they meet and engage with other children. The childminder helps children prepare for school by developing their independence. For example, he helps them to learn to dress themselves.

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

The childminder takes all necessary steps to safeguard children and promote their welfare. He keeps his child-protection training up-to-date. This results in him being able to identify possible signs of abuse or neglect. The childminder maintains well-organised policies and procedures. All documentation required to effectively safeguard children and support their welfare is in place, such as children's details and consent forms. The childminder has a current paediatric first-aid qualification and first-aid kits are easily accessible. Accidents and the administration of medicines are recorded and records are signed by parents. Security of the premises is robust and prevents unauthorised access or the risk of any child leaving unsupervised. Appropriate checks have been completed to establish the suitability of all those living or working on the premises. This helps to insure they are suitable for their roles. The childminder carries out risk assessments and takes action to remove or minimise any hazards that are identified. Consequently, children are kept safe from harm.

The childminder has systems in place to monitor the educational programmes. He reviews children's progress and demonstrates his ability to identify and address gaps in their learning. He keeps informed of changes to early years practice, adapting and improving

his childminding service in line with this. The childminder has addressed all the recommendations made at his last inspection. His detailed self-evaluation identifies his strengths and areas to develop. The childminder has worked hard to improve his qualifications in childcare to degree level, which in turn, has had a positive impact on the quality of the provision, and outcomes for children. The views of parents are taken into account by gathering verbal feedback and providing parental questionnaires. The childminder works well with his co-minder. Together they meet with other local childcare providers to share good practice and extend their knowledge. This demonstrates his strong commitment to ongoing improvement.

Partnership with parents is good. They comment positively about how much their children enjoy their time with the childminder. They state that the childminder genuinely cares about all the children. Parents are provided with the opportunity to borrow story sacks to support their children's learning at home. Newsletters inform parents about activities and forthcoming events. The childminder ensures information is passed on to local schools to provide continuity in children's care and learning. He understands about working with other agencies and professionals. The childminder is knowledgeable about the procedures to follow if additional support is required to enable children to succeed and achieve. Consequently, all those involved in children's care and learning work effectively together to ensure that children reach their full potential.

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	EY365286
Local authority	Staffordshire
Inspection number	857747
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	23/01/2009
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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