

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

- Children are motivated to learn because the quality of teaching is good. They enjoy a wide range of stimulating activities, matched to their individual interests and needs.
- Children are kept safe from harm. This is because the childminder has a good understanding of her role in safeguarding children and knows who to contact if she ever has concerns about a child.
- The childminder is warm and loving towards children, who have clearly built up a special relationship with her, which fosters their emotional well-being. This is reinforced by effective partnership working with parents.

It is not yet outstanding because

- Babies and younger children have fewer opportunities to play with natural and open-ended resources to encourage them to explore in different ways.
- The sharing of children's identified next steps between the childminder, parents and other providers involved in children's care and learning are not always robust enough to ensure children's progress can be fully enhanced at all times.

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.
- 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 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and works with a co-childminder. She lives with her 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. She 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 childminding provision 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:

- expand opportunities for children to explore a wider range of natural materials and sensory experiences, for example, by introducing boxes and containers of different materials and shapes, wooden pegs, spoons and pine cones, enabling them to investigate different sounds and textures
- consider ways to more effectively share information about children's identified next steps with parents and other providers involved in children's care and learning, to enable them to optimise children's progress at all times.

Inspection judgements

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

The childminder works with another childminder and together they provide a warm and welcoming home environment. Children are happy and settled. The childminder demonstrates a secure knowledge of how children learn. She gathers detailed information from parents, prior to children starting with her, on an all-about-me sheet. This information is used along with observations, to identify the child's interests and what they can do. This then feeds into planning, which takes into account the age and stage of each child. She uses a variety of early years guidance to help her plan a good educational programme. Next steps are identified and recorded in children's individual records. They are also used to plan appropriate activities. However, the co-childminder and parents are not always fully aware of the current next steps for individual children. This means that children's learning cannot be fully enhanced at all times. Information recorded in children's learning journals is used periodically to write a summary of children's progress. This is shared with parents, so that they can add their own comments and continue their

children's learning at home. There are regular opportunities for parents to take home their children's records, in order to look more closely at their achievements. Information is also shared daily, using a diary and through discussion at the beginning and end of the day. Consequently, parents have a good overview of their children's learning.

The quality of teaching is good. The childminder organises a wide range of planned sensory experiences. She encourages the children to recall how they made the playdough by asking open-ended questions. The childminder provides a variety of tools for the children to use in order to cut out shapes or make marks. She models how to use the tools and describes what she is doing as she presses and rolls the playdough. The childminder encourages the children to talk about the texture and colour of the playdough, extending their limited vocabulary throughout their play. Older children develop their understanding of size as the childminder models mathematical language, describing and showing the children 'big' and 'small' rolling pins. Babies enjoy manipulating the playdough with their fingers and squeezing it in their hands. Children's natural impulse drives them to explore and discover. However, in relation to self-chosen sensory and exploratory play, there is a limited range of resources for babies and young children to use. For example, children who are showing an interest in transporting toys or filling and emptying are not provided with resources, such as a selection of bags or boxes. In addition, treasure baskets have limited contents and are not easily accessible. This does not support children in expressing their natural curiosity to the maximum potential. There is a cosy book area where children can easily access books, which are stored in baskets on the floor. The childminder fosters the children's love of books as she reads stories with great enthusiasm and intonation. She uses a range of props to keep children involved and interested. As a result, children confidently join in with the story and develop their early reading, communication and language skills. The outdoor area provides children with the opportunity to find out about the natural world as they enthusiastically search for spiders and snails using their magnifying glasses. They enjoy playing on the small climbing frame and slide, which develops their physical skills. The childminder praises their efforts, which promote children's confidence and self-esteem.

Relationships with parents are good. They are provided with a regular newsletter containing information about activities and events at the childminder's. Parents are encouraged to share information about their children's achievements at home. The progress check for children between the ages of two and three years is completed with the parents in time for their child's health check. 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. Children are effectively prepared for their next stages of learning. The childminder has good connections with the local pre-school and school. She knows which skills are important for children to acquire before entering school. Therefore, they are supported in developing their independence skills. Children are able to dress themselves with limited support and readily communicate their needs. Children have opportunities to socialise with other children during activities within the local community, such as toddler groups or trips to the woods.

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

Children are very content and confident. This is because the childminder has effective systems for supporting them and their families through their settling-in period. Each child's individual needs are considered, and the childminder encourages parents to take an active role in determining when their children are ready to be left. She has a caring approach and children form close attachments with her. As a result, children's emotional well-being is securely supported. Children's behaviour is good because they understand the clear and consistent routines and boundaries. For example, even very young children are encouraged to tidy away toys after themselves and happily oblige as they know what is expected of them. Children's confidence and self-esteem is effectively promoted by the childminder using clear and positive language with them. They are praised consistently for their efforts and acts of kindness are displayed on the 'kindness tree'.

Children play in an organised and clean environment. They have free access to a good range of toys and resources that are stored at low level. Further resources can be selected by the children using a book, which contains photographs of other resources available to them. These are stored in another area of the house. As a result, children are able to make their own choices about what they want to play with. This further develops their independence. Children's work is attractively displayed on the walls. There is a visual timetable and the playroom is rich in print, signs and pictures. This supports children in developing their communication, language and literacy skills.

Children learn how to remain healthy and stay safe through everyday routines and good hygiene practices. The childminder ensures young children know why they must clean their hands before meals and after using the toilet. Children enjoy healthy and nutritious snacks and meals that are freshly prepared according to their dietary needs. There are regular fire drills. The childminder has a current first-aid certificate. She records all accidents effectively and has a clear policy for the administration of medicines. Children have access to fresh air and exercise on a daily basis. They enjoy playing in the well-resourced outdoor area, playing with toys, such as a small climbing frame and slide, skittles, balls and ride-on vehicles. The childminder takes the children out to the park and local woods. They wear high-visibility jackets in order to be easily identified. Children develop confidence when meeting new people, as the childminder enhances their social skills through attendance at toddler groups and activities in the local area. Other settings that children attend are provided with information on a transition sheet. The childminder, with parental permission, ensures children's details are supplied to support continuity of care and education.

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

The childminder fully understands processes relating to safeguarding. She is confident in the procedures to follow if she has any concerns about the welfare of a child. Since the last inspection, the childminder has updated her knowledge of child-protection procedures through training. She understands signs that would alert her to a child being at risk, and she knows the correct procedure that must be followed should she have any concerns. The childminder has a broad range of written policies and procedures in place for the safe and efficient management of her setting. These are shared with parents, so that they are

well informed about how she keeps their children safe. All adults living on the premises have completed appropriate checks, used to assess their suitability, and these are available on file for parents. Visitors are requested to sign the visitor's book and their identification is checked. The childminder completes risk assessments and daily checks to minimise any hazards. The children are well supervised throughout the day. Consequently, children are well protected and are kept safe from harm.

The childminder demonstrates a secure understanding of the areas of learning and ensures her planning reflects children's needs and interests. She offers a wide range of activities, which enable the children to make good progress. Children's assessments are closely monitored. The childminder knows where each child is in their stage of learning, and can identify if there are any delays or gaps that need to be addressed. Regular progress-summary sheets clearly identify children's strengths and weaknesses, which the childminder uses to provide additional support, if required. All recommendations since the last inspection have been addressed. The childminder has completed a comprehensive, written self-evaluation form, identifying her strengths and areas for improvement. Parents have been consulted through questionnaires for their views on her service. As a result, the childminder has a good overview of the quality of her provision and takes positive steps towards continuous improvement.

Parents clearly have a good relationship with the childminder. Written comments testify to the 'lovely family environment' provided by the childminder, the 'excellent relationships' developed with the children and how children 'learn a variety of new skills each week'. Parents talk about the good level of care the children receive and how 'very happy' they are to attend. A well-established partnership with local schools enables the sharing of information to continue, which means that children's individual needs are well met. 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 childminder attends regular childminder forum meetings, and training which supports her professional development. This, in turn, has a positive impact on outcomes for children in her care.

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	EY293371
Local authority	Staffordshire
Inspection number	861471
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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