

Inspection date	01/12/2014
Previous inspection date	03/11/2011

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 demonstrates good teaching skills. She asks many open-ended questions to encourage children's communication and language skills and to develop their thinking. Consequently, children are confident to engage in conversations with others.
- The childminder accurately monitors and assesses children's learning. She uses the information gathered, to plan a wide range of activities that are based on children's next steps in learning and their interests. As a result, children make good progress towards the early learning goals.
- The childminder clearly understands her role in safeguarding children. She has a good awareness of the procedures to follow for reporting any child protection concerns. This helps to ensure children are protected from harm.
- The childminder has strong relationships with parents. She discusses children's individual needs with parents when they first start attending, and shares information on a daily basis. This promotes children's well-being to a good level.

It is not yet outstanding because

- The childminder does not always give sufficient time in order to allow children to solve their own problems through trial and error.
- The childminder has not accessed a full range of training opportunities, to support her in raising teaching and learning to an outstanding level.

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 checked evidence of the suitability and qualifications of the childminder.
- The inspector took account of the views of parents through feedback included in parents' questionnaires.
- The inspector observed activities in all playrooms and discussed the teaching and learning taking place with the childminder.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the childminder's self-evaluation and a range of other documentation.

Inspector

Val Thomas

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in Leek, Staffordshire Moorlands. The whole of the ground floor, a basement playroom and the front garden are used for childminding. The family has a dog as a pet. The childminder attends activities at the local library. She visits the shops and park 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 operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder is a qualified teacher.

What the setting needs to do to improve further

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

- give children more time to investigate through trial and error, to learn how to solve problems for themselves during all activities
- consider attending a wider range of training to help raise the level of care and learning for children to an even higher level.

Inspection judgements

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

Teaching is good because the childminder promotes children's learning effectively. She involves parents from the very beginning of the placement, by discussing children's starting points during the initial settling-in visits. This enables the childminder to build on what children can already do. Each child has a learning journal, which includes photographs of the activities children take part in and their developing skills. The childminder accurately records her observations and assessments of children's ongoing learning and progress. She highlights the developmental age band the children are working at and identifies the next steps for children's learning. She then uses this information, along with children's interests, to devise weekly activity planning, to ensure they continue to learn. The childminder shows the learning journals to parents and encourages them to take them home, so they can spend time looking at everything. She involves parents further in their children's learning, by providing library books for them to take home. The childminder makes sure that parents are fully aware of all activities their children are involved in, so that they can extend on these at home. As a result, the childminder and parents are able to work together, to make sure that children are making

good progress towards the early learning goals.

The childminder plans a wide range of challenging experiences for children, which reflect the seven areas of learning. She engages positively with children and asks many open-ended questions to develop their language and thinking skills. She makes sure that she gives children time to respond with their answers. For example, she asks children what kind of cake they had, and children confidently talk about their home experiences. This develops children's ability to take turns in conversations, and prepares them well for future learning in school. However, on occasion, the childminder does not give sufficient time, in order to allow children to solve their own problems through trial and error, for example, when trying to dress the dolls. The childminder develops children's understanding of number and shape well during activities. She encourages children to count how many candles there are on the cake, and how many eyes and ears they have. Children know that they have two ears and two eyes, and count up to seven candles with support from the childminder. She explains to children that they need to find the matching pieces with the striped hat when completing the jigsaw puzzle. The good engagement from the childminder helps children to concentrate well, and they persevere until the 30-piece jigsaw puzzle is complete.

The childminder supports children well in developing their understanding of the world. She takes children on local walks, and visits the allotments regularly. Children feed the chickens and collect the sunflower seeds to feed the birds. The childminder takes children for regular visits to the local library. This helps to develop their interest in books, and also develops their social skills as they take part in story sessions with larger groups of children. This supports them well for their future learning. Children confidently fetch the books off the shelf to share a story with the childminder. They sit close and look at the pictures together. The childminder provides good opportunities to develop children's imaginative play and experiences of sensory play. For example, children thoroughly enjoy making the dinner for the picnic and singing happy birthday to each other. They regularly explore different textures, such as dough, water and paint, and create their own pictures, which are displayed on the wall. Children have lots of fun as they use the sticks to make the sounds on the xylophone. They show a good understanding of technology, switching the electronic organ on, pressing the keys and dancing to the music.

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

The childminder has close bonds with the children. She is very positive in her interactions and responds to children's needs effectively. For example, she sits on the floor with them, engaging in activities and giving cuddles if needed. As a result, children are happy and settled in the childminder's care. There is a clear settling-in process for children. The childminder encourages parents to stay with their children when they first start, and then gradually build up the amount of time children are left on their own. The childminder discusses children's individual needs with parents, to ensure that she knows and understands the children well. She gathers information with regard to any allergies the children may have, and their favourite stories and songs they enjoy. This enables the childminder to support the children effectively in making the move from home to the childminder's care. Parents are requested to give written consent for a wide range of

things, including taking children on outings and use of the large equipment in the garden. This ensures children are cared for according to parents' wishes. The childminder prepares children emotionally for when it is time for them to move to other settings. She talks to children about what they will do when they go to school, and reads stories, so that they are more aware of what to expect.

The childminder provides a stimulating environment for children. Toys are easily accessible in the cupboards and large storage boxes in the lounge and in the basement playroom. Therefore, children are able to make their own choices about what they want to play with. For example, the childminder responds quickly to children who want to play with the jigsaw puzzles, taking them down the stairs to the playroom, so that they can access them. The childminder helps children to develop a healthy lifestyle. The outside garden area provides good space for children to explore and develop their physical skills. There is a wide range of equipment available for children to use. For example, children are able to build dens using the twigs and materials to cover the climbing frame. There is a good range of wheeled toys and a large trampoline for them to practise their jumping skills. The childminder regularly takes children to local activity centres and the park. This ensures children have the opportunity to use other equipment that is not available in the childminder's home. The childminder promotes healthy eating with the children, providing a range of healthy and nutritional meals and snacks. Children sit well at the table, eating their grapes, pears and oranges. Their understanding of healthy foods is extended well. The childminder provides many opportunities for children to grow a wide range of fruit and vegetables at the allotment. For example, they grow beans, spinach and strawberries. The childminder makes sure that children follow good hygiene routines. This helps to promote children's good health.

The childminder manages children's behaviour very well. She is very alert to any instances where children have difficulty in sharing the toys and equipment. For example, she quickly intervenes and talks to children about taking turns with the cover, encouraging them to open it together to lay on the floor for the picnic. This promotes a harmonious environment and prepares children well for their future learning at school. The childminder uses praise effectively during play and routines. She tells them 'well done' when they complete the jigsaw puzzle and compliments them for good sharing. This raises children's self-esteem to a high level. Children develop good independence skills through positive encouragement from the childminder. They eagerly help to put all of the play food into the box before they have their snack, and help to carry the construction set up the stairs. The childminder makes sure that children learn how to keep themselves safe. She reminds them to hold onto the rail as they walk down the stairs safely. The childminder helps the children to make road signs and traffic lights, and then uses these to help children in understanding how to cross the road safely.

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

The childminder promotes the safety and welfare of children effectively. She has a detailed safeguarding policy, which provides clear guidance on the action to take if she has any concerns. She demonstrates a good knowledge of the signs and symptoms that

may cause concern, and has leaflets from the Local Safeguarding Children Board with the relevant contact details. In addition, the childminder ensures that both parents and children are aware of how to use the internet safely. This helps to protect children from harm. Documentation is organised effectively to ensure the legal requirements of the Early Years Foundation Stage are met to a good level. Accident and medication records are accurately completed. This ensures children's well-being is promoted. The childminder has a current paediatric first-aid certificate, enabling her to deal with any medical emergencies. All areas of the home are safe and secure, and children are never left unsupervised in the shared outdoor area at the front of the house. Suitability checks are in place for all persons over 16 years living in the home. Consequently, children's safety is well promoted.

The childminder shows a strong commitment to improving what she offers for children. She gathers the views of older children, who say that they 'like it when they go to the allotment' with the childminder. She gathers the views of parents through the use of questionnaires and talks to parents on a daily basis to see if they are happy. The action and recommendation set at the last inspection are fully met. The childminder now records accurate times of arrival and departure for children on a daily basis, and records more detailed information with regard to the regular fire drills that she carries out. This ensures children's safety is promoted to a better level. The childminder is a qualified teacher. She attends all of the required training and attends childminder forum meetings organised by the local authority. Consequently, she is able to share practices with other childminders to improve what she offers to children. However, she has not accessed an extensive range of training to raise the level of teaching and learning to an outstanding level. The childminder accurately monitors how well children are progressing, using developmental age bands when observing and assessing their learning. This clearly shows that children are making good progress towards the early learning goals.

The childminder promotes strong relationships with parents. She regularly exchanges information with parents on a daily basis about their child's well-being. This promotes children's welfare. The childminder provides a copy of her comprehensive policies for parents. This ensures parents are fully aware of how the childminder promotes the care and learning for children. Feedback from parents shows that they are very happy with the care provided. They comment that the childminder is 'fantastic' and that children are 'very much at home' in her care. The childminder is proactive in developing partnerships with other settings that children attend. She writes a letter to them, sharing information about the children's level of development, and promotes a two-way exchange of information. This helps to ensure consistency for children's learning.

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	209381
Local authority	Staffordshire
Inspection number	871195
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	03/11/2011
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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