

Inspection date

03/12/2014

Previous inspection date

20/05/2009

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 is very well organised and she maintains meticulous documentation. This, along with a commitment to continual professional development, has a positive effect on the quality of the environment and her understanding of safeguarding issues. Consequently, children are kept safe and secure.
- The childminder plans a good range of activities for the children to engage in that support them in developing their knowledge and skills across all areas. She skilfully links her activities to individual needs and next steps. As a result, children make good progress in their learning.
- Children form strong bonds with the childminder who supports their emotional needs very well. Consequently, children feel secure to explore the environment and play.
- Partnerships with parents are very strong. They are very well informed about their children's progress and make a positive contribution to assessments, which help to inform planning of activities to help children's development.

It is not yet outstanding because

- There are few opportunities for children to explore letters and number, particularly in the outdoor learning environment, to enhance their development.

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 the childminder engage in a range of activities and care routines with the children.
- The inspector held discussions with the childminder.
- The inspector looked at a selection of policies and procedures.
- The inspector read testimonials of parents to gain their views.
- The inspector checked evidence of the childminder's suitability and all people living on the premises.

Inspector

Janet Weston

Full report

Information about the setting

The childminder was registered in 1983 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Stoke-on-Trent, Staffordshire. The whole of the ground floor and upstairs bathroom is used for childminding, along with a garden for outdoor play. She collects children from the local schools and pre-schools. She visits the local shops and parks in the area. The childminder attends toddler groups regularly and visits the library. There are currently eight children on roll, four 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 7.15am to 5.30pm, Monday to 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:

- improve the outdoor learning environment, to provide even more letter and number resources, so that children are able to deepen their understanding of these concepts.

Inspection judgements

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage and tracks children's development regularly. Her practice is based around children learning through play and well-planned, enjoyable and challenging experiences. As a result, children receive a good quality learning experience from a skilled childminder whose teaching skills are good. Children make good progress in their learning, given their starting points. Prior to children starting with the childminder, she offers settling in visits, where she skilfully gathers information from the parents relating to children's needs and interests to determine what they can already do. The childminder complements this information with her own initial observations of children. As a result, children's unique starting points are clearly defined. Furthermore, observations and assessments are used to identify children's next steps for learning, inform planning and therefore support children's progress. The childminder has a good knowledge of the purpose of carrying out the progress check for children between the ages of two and three years at the appropriate time and she is aware of the need to share this with parents and other professionals.

The childminder knows the children well and understands their individual learning styles and interests. For example, she knows that some children like to read books and sits with children as they read their favourite story to her. She asks children to make predictions about what will happen next and children delight in finishing the sentences or guessing

the end. She gives children plenty of time to follow their own ideas and knows when it is appropriate to offer support. As a result, children show good concentration as they engage in their play. In addition, the childminder uses labelling indoors to support children's recognition of words. However, she has not fully considered the presentation of print across the outdoor environment, to successfully foster and extend children's emerging interest and awareness of print and numerals. The childminder provides a range of resources and activities for the children to help themselves to and encourages children to tidy away their toys. Children are interested and keen learners. They access resources with confidence and freely make their requests known to the childminder. For example, a child asks to make marks using the crayons and paper. This is further extended by the childminder so children learn colours and are challenged to draw shapes, eventually resulting in the children drawing a portrait of their parents. The childminder listens perceptively to the children as she extends their learning by planning activities and experiences that complement learning at home. Photographs capture these special moments and experiences that children have with the childminder. They show children from their first day, dressed in costumes, with their hands in paint and various sensory objects. The childminder encourages children's language development and communication skills well by initiating lots of conversations with them. As they play, she describes what they are doing using a wide vocabulary, naming colours and objects. Children's mathematical development is given a strong focus by the childminder. She encourages counting throughout activities and during daily routines.

The childminder understands the importance of working in close partnership with parents. Children's daily diaries and learning files are shared with parents on a regular basis along with daily discussions and written comments. As such, she ensures that parents are well informed of their children's care and learning needs. She demonstrates, through discussion, her commitment towards working in close partnership with other professionals as necessary. For example, before children move to school, their records are shared with teachers, with parental permission. Consequently, children's continuity of care and learning is effectively well promoted.

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

The childminder provides a warm, welcoming environment and gathers information from parents to establish children's interests. As a result, children form strong attachments to the childminder and have a good sense of well-being. Children are happy, confident and engaged in their play. They readily smile and laugh during their play and are confident to seek reassurance and support, when required. Children enjoy looking at photographs of themselves in their learning files and confidently talk about what they see, such as their birthday cakes and friends. Parents speak very highly of the childminder and written references comment on how much their children love coming and how the parents appreciate the care and attention the childminder gives to their children.

Children play in a clean, well-resourced and child-friendly environment. The childminder is clear of her role to provide children with a safe and secure environment. She continually checks the play space to identify any hazards and takes the necessary action to minimise risks to children. Children's independence is promoted well, as resources are stored in

clearly labelled boxes, which are easily accessible to them. The childminder effectively promotes children's physical skills and healthy lifestyles because she takes them on many outings in their local community. Children demonstrate a growing understanding of foods that are healthy, as they talk about why some foods such as fruit, are good for them. The childminder consistently reinforces good hygiene procedures, such as hand washing. As a result, children know they need to wash their hands and demonstrates that they are beginning to learn how they can keep themselves healthy. Children regularly practise road safety and talk about stranger awareness during their daily walks to school. Consequently, children's understanding of staying safe is positively promoted.

The childminder's uses effective methods for managing children's behaviour. She regularly praises their achievements and awards them with stickers. As a result children's confidence and self-esteem develops, they behave exceptionally well and develop the good use of manners. Children are very well prepared for the transfer to school. The childminder has developed very good links with the local school. Children walk there together in the mornings and afternoon and attend events, such as concerts and charity fund-raisers. Reception class teachers are invited to visit children in the childminder's home in the term prior to their commencement at school. As a result, children get to know their new teacher in a familiar environment, which helps them to be emotionally prepared for the move to school.

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

The childminder has a clear understanding of her responsibilities to keep children safe. She demonstrates a good awareness of safeguarding procedures and how to follow them, should she have a concern for a child's welfare. The childminder has an appropriate safeguarding policy, which reflects the guidance set by the Local Safeguarding Children Board. Furthermore, there is a clear policy on the use of mobile telephones, e-safety and technology, which safeguards children during their time at the childminder's. Suitability of all adults living and working on the premises has been checked through Disclosure and Barring Service checks, in order to protect children. The childminder's documentation is very well organised, easily accessible and underpins her practice well. Furthermore, effective risk assessments and daily safety checks are completed to minimise hazards, in order to reduce the risk of accidents to children. The childminder has a first-aid certificate and appropriate accident, incident and medicine records are in place. The childminder's practice is enhanced by the use of policies that underpin all aspects of children's welfare and learning. Parents sign against the many written policies the childminder provides, which include safeguarding and complaints, making them aware of her effective practice. In addition they can retain copies for themselves. As a result, parents are confident in the childminder's ability to care for their children and keep them safe.

The childminder has attended numerous training courses, including safeguarding and food hygiene. This helps the childminder to continually improve her knowledge and skills. The childminder reflects upon her practice regularly and, as a result, is able to identify her strengths and weaknesses. She involves parents and children in her evaluation. The childminder seeks parents' input through questionnaires and daily discussions. The

childminder monitors the educational programmes well. She regularly tracks and monitors children progress, which enables her to identify any gaps in their learning. Furthermore, she assesses children's enjoyment and learning in the activities and resources that she provides. The childminder receives support from a local authority advisor, which assists her in keeping up-to-date with requirements and providing a good service. As a result, she is always reflecting upon her practice and the changes she could implement to support the children who attend her setting.

Positive relationships with parents are effectively promoted. This is because the childminder maintains a good two-way exchange of information with parents through discussions and daily records. Parents are very pleased with the care and education their children receive. They feel that their children have made very good progress. All written formative assessments of the children are shared with parents. This helps to ensure children's individual care and learning needs are known and parents are made aware of the progress their children make and ways in which to enhance their learning at home. The childminder demonstrates a good understanding of working in partnership with local schools. This means that all adults currently involved in children's education are able to contribute positively to individual children's learning and development.

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	224392
Local authority	Stoke on Trent
Inspection number	866162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	20/05/2009
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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