

Inspection date	05/12/2014
Previous inspection date	30/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's teaching is good. All children are eager to learn and enjoy the activities and experiences provided. Teaching is based on children's interests and next steps in learning identified through accurate assessments.
- The learning environments are thoughtfully planned, which creates enabling environments for all children and promotes their interests through purposeful play. Children benefit from using a range of resources to support their learning and development.
- The childminder monitors educational programmes to ensure children make good progress towards the early learning goals. Assessments are effective in identifying children's overall abilities, skills and progress.
- The childminder has a sound knowledge of how to protect children from possible harm or abuse, so children are safeguarded well.

It is not yet outstanding because

- The childminder does not support all parents successfully to share information about their children's progress at home.
- Children are not always reminded by the childminder to wash their hands prior to all meal times to build on their knowledge of how to keep healthy.

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 viewed all areas of the premises used for childminding.
- The inspector spoke with the childminder at appropriate times and observed activities in the conservatory area.
The inspector viewed a selection of relevant documentation, including policies and procedures, self-evaluation, risk assessments, learning and development records and safeguarding documents.
- The inspector spoke with children and joined their play throughout the inspection.
- The inspector checked the qualifications of the childminder and evidence of the suitability of all adults living on or visiting the premises.
- The inspector took account of the views of parents expressed through written letters.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Coven, South Staffordshire. The childminder has fish as pets. The whole of the downstairs including the rear garden are used for childminding. The childminder attends local groups. She visits the park on a regular basis and takes trips out into the local area. The childminder collects children from the local schools and nurseries. There are currently 10 children on roll, five of whom are in the early years age group, they attend for a variety of sessions. She operates all year round from 6.30am to 6pm, Monday to Friday. The childminder is a member of Professional Association for Childcare and Early Years. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- promote further children's understanding of how to keep healthy by, for example, ensuring that hand-washing procedures are consistently well implemented
- strengthen partnerships with all parents to support them more effectively to share information about their child's learning at home.

Inspection judgements

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

The quality of teaching is good. The childminder provides a varied range of activities and experiences that are well matched to the individual developmental needs of all children. The childminder engages children well in their learning by capturing their interest. During adult-led activities, children maintain their focus well and they develop their ideas as their interest develops. For example, they read a book about animals then move on to imitating the different sounds animals make. They then look for animals outside. Teaching is at times inspirational, and as a result, children maintain their concentration and interest. Consequently, they are highly motivated to learn during these times. The childminder has high expectations of children and she is very committed to supporting them to reach optimum levels of achievement. The childminder has a good knowledge of how to support children to acquire the skills they need to be ready for school. For example, she ensures children are able to use the toilet independently and take turns with others. She works well with the local nurseries and schools to establish how to best prepare children for the next stage in their learning.

The childminder supports children's physical development effectively as she provides an

appropriate range of resources. Children visit the local parks and recreation areas to spend time outside and to use large, physical equipment, such as swings and slides. Therefore, they develop good physical skills, such as balancing and climbing. Learning is purposefully extended as the childminder reshapes experiences to provide challenge to all children, and to build on their interests. As children match socks together, she uses mathematical language, such as, 'same', 'pair', 'lots' and 'little'. Children's understanding of the world is supported well through a variety of experiences. Children feed the birds they see in the garden and explain why it is important to feed birds in the winter. Children's imaginative play is enhanced successfully. There are a range of resources for children to use to act out role-play scenarios.

Starting points in children's learning are identified well by the childminder. She seeks information from parents when children start and uses this information, along with her own observations, to identify children's initial stages of development. The childminder is able to demonstrate what action to take if any children start below the expected level of development. Parents are kept updated of their children's progress on a regular basis to keep them well informed. However, the childminder does not support all parents effectively enough to ensure that they all share relevant information about their child's learning at home. This means that she does not have all relevant information on which to base her plans for children's future learning. The childminder completes the progress check for children between the ages of two and three years. She provides a written overview of children's progress, including a summary of any areas where children require additional support. Observations capture children's key achievements and interests. They are used well to plan activities that are well matched to the children's individual learning needs.

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

Children have a strong bond with the childminder and show affection for her. They are relaxed and happy when in the childminder's care. Children are supported to settle quickly when they start at the setting. This is because the childminder generally develops good partnerships with parents and ensures that children's personal care routines are met well. Information is shared between parents and the childminder, which she uses to adapt her care practices to individual needs. For example, children who are due to have a new sibling are emotionally prepared for the change, because the childminder talks to them about the changes ahead and involves them in activities, such as, learning how to care for a baby by playing with dolls. The indoor and outdoor environments are very stimulating and support children's learning well. Resources are of high quality and are stored effectively to allow children to access them freely. As a result, they are able to follow their interests and extend their play and critical thinking. The atmosphere is calm and nurturing and this enables children to thrive and supports their emotional well-being.

The routines of the day are well organised and children understand what will happen next. The childminder encourages children to be polite. For example, when children forget to say 'thank you' for their drink, they are reminded of the importance of good manners. The childminder is very responsive to children's behaviour and she sets out her expectations, so that they understand what is expected of them. For example, children are reminded to

take turns in selecting books to read. As a result, children are well behaved. Children understand how to keep themselves safe. They understand the safety rules, such as not running inside, in case they fall. Children are confident in their surroundings and are reassured by the familiar routine, so they develop a sense of security.

Children manage their personal hygiene and care needs well. They learn how to use the toilet independently and are encouraged in this by the childminder. The childminder promotes children's independence at all meal times, as they are encouraged to open their own lunch box and feed themselves. Children take physical exercise on a daily basis, and this is encouraged by the childminder through regular walks and outdoor activities. Children have a good understanding of the importance of exercise and fresh air and why this is good for them. However, the childminder does not always promote children's understanding of good hygiene practices, as she sometimes forgets to remind children to wash their hands before meal times.

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

The childminder has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has attended child-protection training to give her a secure knowledge of how to safeguard children from abuse and neglect. The childminder is knowledgeable about the local child-protection procedures and understands the correct procedures to follow if she has a concern about a child in her care. The childminder and other adults living on the premises complete appropriate checks, in order to ascertain their suitability to have contact with children. All aspects of children's safety are promoted well. The childminder takes steps to ensure all risks are identified and that hazards are reduced through effective procedures.

The childminder has a wealth of experience and is continuing to build on her in-depth knowledge through regular training. The childminder regularly reflects on her performance and receives feedback from the local authority. This enables her to identify strengths and weaknesses in practice. She makes changes to ensure that she continues to improve. Policies and procedures cover all requirements and are updated regularly to reflect changes. These are shared with parents to keep them up to date about how the provision operates.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage, and as a result, they are met effectively. She has a detailed understanding of child development and, therefore, knows the progress children should be making. As a result, the childminder is able to make sure children make good progress and is able to act appropriately if interventions are required. The childminder knows all children very well, and understands their next steps in learning and their interests.

Her self-evaluation clearly identifies the childminder's strengths and priorities for improvement. The childminder takes into account the views of parents and children. Through partnership working, self-evaluation has brought about good partnerships with

other early years settings. As a result, the childminder is sharing information well and, subsequently, is effectively supporting children's learning. For example, the childminder shares information on children's progress to support children when they attend more than one setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	209539
Local authority	Staffordshire
Inspection number	818108
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	30/09/2008
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

T: 0300 123 4234
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