

<b>Inspection date</b>	18/12/2014
Previous inspection date	06/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision requires improvement**

- The childminder knows the children and builds on their interests effectively. As a result, children are motivated to learn because they enjoy a range of stimulating activities.
- Children play with age-appropriate toys in a welcoming and homely environment where they are happy and settled.
- The childminder has a suitable understanding of her responsibilities to safeguard children. She is clear about the procedures to follow should she have a concern about a child in her care. Consequently, children are cared for in an environment that promotes their safety and well-being.

### **It is not yet good because**

- The childminder does not always effectively use the information from her observations and assessments to identify and plan future activities, which are focused and provide sufficient challenge to support children's good progress.
- Parents have too few opportunities to share what they know about their child's learning at the start or to become involved in their child's ongoing learning, so that the childminder can use information gathered to inform her planning.
- Self-evaluation is not sufficiently established and is not informed by the views of children and their parents. Therefore, self-evaluation does not identify clear priorities to support continuous improvement in all areas.

## 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 held discussions with the childminder at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children and observed play and learning activities inside the home.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector looked at written documentation, which included policies and procedures.

## Inspector

Dawn Robinson

## Full report

### Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in a house in Lichfield, Staffordshire. The whole of the ground floor and the rear garden are used for childminding. The family has goldfish as pets. The childminder attends local activity centres. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, four of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- use the information gained from observations and assessments to ensure that planning is accurately based on children's next steps in learning, so that each child is sufficiently challenged and supported to make good progress
- ensure the two-way sharing of information with parents is improved to more effectively engage them in their child's learning in the setting and to encourage parents to contribute information on an initial and ongoing basis, so that this can be used to inform the planning of activities.

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

- improve the process for self-evaluation, so that it clearly identifies strengths and weaknesses and effectively prioritises areas for development and how they will be achieved, taking into account the views of parents and children.

## Inspection judgements

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

The childminder demonstrates a satisfactory understanding of the Early Years Foundation Stage. She has a reasonable knowledge of how children learn and provides them with some interesting activities based on their interests. The childminder gathers some basic information from parents before children start about their likes and dislikes or care needs. However, too little information is gathered about what their children can already do with regard to their learning and development. This means that the childminder does not gain

an acceptable understanding of children's development from the start. The childminder carries out observations of children's learning and makes a record of what children can do as she assesses their progress. However, she does not always fully evaluate the information from these observational assessments to identify and plan appropriate and challenging next steps to support each child's learning. As a result, children's learning and development is not sufficiently focused to ensure each child makes good progress. The childminder is able to adequately implement the progress check for children between the ages of two and three years when applicable.

Children enjoy playing with dolls and pushchairs, moving freely from room to room. This allows the children time to explore and develop their imagination through role play. The childminder intervenes at appropriate times to support their communication and language skills by repeating words or narrating their play. There are opportunities for the children to try new sensory experiences as they make fake snow. The childminder supports the children as they use jugs to add water and watch the snow evolve. Children's language skills are developed as the childminder describes the texture and sprinkles the snow, allowing it to float down in front of the children. Spoons and cups are used by the children to scoop up the snow and to fill and empty containers, which supports their mathematical development. Children begin to develop reading skills as they share books with the childminder. They join in with action songs and rhymes, moving rhythmically to the music, which develops their coordination. The childminder takes the children out to local soft play areas or the park, which allows them to develop their physical skills and socialise with other children.

Parents are provided with opportunities to look at their child's developmental assessments. The childminder verbally keeps parents suitably informed of their child's care and learning needs on a daily basis. However, strategies to fully involve parents in sharing ongoing observations of children's learning are not sufficiently embedded. This does not enable the childminder to work with parents to fully support children so that they make best progress in their learning and development.

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

The children share warm and supportive relationships with the childminder in this homely environment. A settling-in period enables the childminder to talk to parents about children's normal daily routines, dietary needs and their personal care needs. This ensures that she has the early information she requires about children's individual care needs to ease their transition from home to her care. As a result, children feel secure in the setting and their emotional well-being is achieved. They demonstrate the affection they have for the childminder, as they seek her out for reassurance, sharing hugs and cuddles.

The childminder ensures the setting is safe and secure. Safety gates are used to prevent access to the kitchen and stairs. All external doors and gates are locked and visitors are signed in using the visitor's book after being asked for identification. There are procedures in place to evacuate the setting in the event of a fire. The designated playroom provides children with a broad range of easily-accessible, age-appropriate resources. Children are encouraged to tidy away toys that they are finished with. This minimises clutter and

ensures children learn about managing a safe environment. The childminder praises children for their efforts, which develops their self-esteem. The childminder reinforces good behaviour and encourages children to share and take turns. Their social skills are developed further as they play alongside other children at local play areas. These skills prepare children well for the next stage in their learning.

Children are provided with healthy and nutritious snacks and meals. They have easy access to their own drinks throughout the day. The childminder ensures good hygiene practices are maintained and children learn to clean their hands on various occasions throughout the day. As a result, children know they need to wash their hands before snack and meals and they are beginning to learn how they can keep themselves healthy. The children are provided with fresh air on a daily basis when they go for walks and collect older children from school. Younger children become familiar with the school buildings and staff, which supports their transition to school when the time comes.

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

The childminder has a satisfactory understanding of her responsibility in meeting the safeguarding and welfare requirements. She understands the procedures to follow should she have concerns about the welfare of a child in her care. The childminder has attended safeguarding training. Written policies and procedures help to ensure children's safety. The childminder holds a current paediatric first-aid certificate and knows how to deal with accidents and injuries. Written risk assessments are completed for the home, outdoors and any outings children take part in. These successfully identify dangers and the appropriate steps to take to eliminate risk and keep children safe and secure. As a result, children are well protected.

The childminder demonstrates an understanding of the importance of monitoring the educational programmes. She is beginning to implement suitable systems to track children's progress. Through discussion, the childminder demonstrates a basic awareness of her strengths and areas for development. She recognises the need to improve her understanding of the learning and development requirements through training. However, the limited monitoring and evaluation of the provision fails to help her set challenging targets to raise the quality of her provision. Recommendations since the last inspection have not been fully addressed.

The childminder shares friendly and positive relationships with parents. Policies and procedures are shared with parents to keep them informed about the provision. The childminder talks to parents on a daily basis, mainly about their children's care needs, and adheres to their wishes. However, there are limited opportunities for parents to contribute more information about what their children can do at home. This means shared knowledge is not being used effectively enough to move children even further forward in their learning. Parents relay their satisfaction with the service the childminder provides through written correspondence.

### **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

<b>Unique reference number</b>	EY280460
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	856219
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/05/2009
<b>Telephone number</b>	

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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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