

<b>Inspection date</b>	06/01/2015
Previous inspection date	06/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 has successfully developed her knowledge of the safeguarding and welfare requirements and the learning and development requirements. This helps her to protect children and to support their learning very well.
- The childminder plans effectively for children's next stage in learning and transfer to school, taking into account each child's age and stage of development.
- The childminder accurately observes and assesses children's progress, which helps her to recognise their individual skills and abilities and enhance their learning.
- The childminder fosters strong and considerate relationships with children and their parents, which helps children to feel settled and safe and secures their emotional well-being.

### **It is not yet outstanding because**

- The childminder does not always use the outdoor environment effectively to enhance children's physical development and explorations of the natural world.
- The childminder does not always encourage children to take responsibility for their own routine needs and other simple tasks, such as pouring their own drinks and planning their own menu and meal choices.

## 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 childminder's home and conducted a joint observation of a planned activity with the childminder.
- The inspector held discussions with the childminder and spoke to children to obtain their views.
- The inspector looked at planning documentation and children's observation and assessment records, including early years summary reviews and the progress check for children between the ages of two and three years.
- The inspector checked evidence of the suitability of the childminder and her husband, and discussed the childminder's quality assurance and self-evaluation arrangements, including her improvement plan.
- The inspector took account of the views of parents from their written letters to the childminder and in conversation on the day.

## Inspector

Jayne Rooke

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in a house in Lichfield, Staffordshire. The whole of the ground floor and the rear garden are used for childminding. The family has three cats as pets. The childminder takes children to local children's activity groups. 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, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association of 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:

- provide further opportunities for children to experiment with different ways of moving and exploring outdoors, for example, by introducing more active games outside and by encouraging them to talk about things they see in the natural world
- extend opportunities for children to take responsibility for their own routines and simple tasks, for example, by encouraging them to practise pouring their own drinks and be more involved in planning menu and meal choices.

## Inspection judgements

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

The childminder has a good understanding of how children of different ages learn and develop. She plans effectively for each child's next stage in learning, because she takes into account what they already know and can do. For example, when babies are beginning to learn how to crawl, she places interesting objects or colourful toys in front of them to encourage their forward movements. In addition, she plays active physical games with them to help them strengthen their leg muscles and gain good coordination of their movements. This prepares young children very well for the early stages of walking. The childminder recognises children's individual skills and abilities and uses her knowledge of their individual interests to enhance their learning. As a result, children who are confident in their language and mathematical development receive purposeful and challenging learning experiences, which enhance their progress. For example, pre-school children are encouraged to count, sequence and organise number patterns, as they create mosaic pictures. The childminder continually asks open-ended questions, which encourage children to think, reason and talk about what they know and understand. As a result,

children spontaneously express their views and opinions about their familiar and enjoyable experiences, both at the childminder's and in their own home. The childminder is developing useful ways to encourage children to move their bodies, for example, through fun and interactive exercise programmes indoors. However, she does not always extend opportunities for children to continue to experiment with different ways of moving and exploring outdoors, for example, by introducing more active games outside and by encouraging them to talk about things they see in the natural world.

The childminder makes good use of observations and assessments to track and monitor children's progress, across the seven areas of learning. She finds out about children's initial stages of development from her discussions with parents when children first attend. She uses this information skilfully to plan a broad range of activities, which stimulate children's learning. Consequently, children reach and sometimes exceed, their expected level of development. The childminder contributes effectively to early years assessments, such as the progress check for children aged two to three years and as they prepare to start school. This helps her to identify what children can already do and where they need additional support. This promotes continuity in their learning and development in the home and school environment as parents are invited to view and comment on their child's progress check.

The childminder builds very strong and positive relationships with parents. This enables her to share consistent information about all aspects of their child's learning. As a result, children benefit from meaningful learning experiences with the childminder and their parents. The childminder seeks out relevant support, advice and guidance from other early years providers to enhance her professional practice. This helps her to develop strong partnerships in the early years community. She is beginning to foster positive relationships with teachers in the local school, to support children as they move to their next stage in learning.

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

The childminder creates a welcoming and comfortable home, where babies separate from their parents easily and young children immediately settle on their return from nursery. She builds very positive and friendly relationships with children, which helps them to feel valued and happy. This supports children's emotional well-being very well, particularly as they move between home and school. The childminder gives older children plenty of time to get themselves changed out of their school uniform, so that they begin to develop their independence and self-help skills. However, she does not always extend opportunities for children to practise pouring their own drinks and to be more involved in planning their own menu and meal choices. As a result, children are not always actively encouraged to take responsibility for their own routine needs and other simple tasks.

The childminder is a positive role model. She treats children kindly and with respect, which fosters good relationships. She has clear and well-established rules, which children understand, so that they know what they can and cannot do. For example, school-age children know that it is sensible to wear 'indoor shoes' in the house and to keep floor areas clean. They know that they must follow sensible safety rules, such as not picking up

small stones and bark in the garden, to prevent the risk of a choking injury. This helps children to manage their behaviour appropriately and to keep themselves safe. The childminder closely supervises all children, particularly babies and young children at all times, so that they can play safely indoors and outside.

The childminder promotes children's good health through her daily routine. For example, she ensures that babies and young children have their nappy changed regularly, so that they remain clean and comfortable throughout the day. School-age children understand the importance of washing and drying their hands properly, to prevent germs spreading. The childminder provides a well-balanced and healthy menu for children, which takes full account of their individual dietary needs. She encourages children to drink plenty of fluids and to be physically active indoors. Children benefit from fresh air and exercise during the regular walk to and from school. This helps them to develop a healthy lifestyle.

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

The childminder has developed her understanding of all safeguarding procedures, so that she knows how to effectively protect children from abuse. For example, she is able to describe the signs and symptoms of the four types of abuse, such as unexpected physical marks and bruising, changes in children's emotional behaviour and well-being, which may indicate patterns of neglect or inappropriate sexual conduct. She now knows that the allegations procedure includes an investigation by Ofsted and other safeguarding agencies, such as the police and children's social services. She has updated her safeguarding policy to ensure that it is consistent with current safeguarding guidelines and regulatory requirements. The childminder and her husband have been checked through the Disclosure and Barring Service to confirm their suitability. The childminder maintains her first-aid qualification to help respond appropriately in an accident or emergency to ensure children's safety. She conducts appropriate safety checks of her home and garden to ensure that all areas are safe and secure for children to use.

The childminder supports children's learning very well. She makes good use of early years learning and development materials to guide and inform her educational practice. She closely monitors children's progress to ensure that they reach their next stage in learning. She works in close partnership with parents to promote continuity in their child's learning at home. Consequently, children make good progress towards the early learning goals.

Since the last inspection and monitoring visit the childminder has made good progress to address all of the previous actions. As a result, outcomes for children have significantly improved. For example, children are kept safe because risk assessments are now more robust and cover all aspects of the home and garden. The childminder now has a better understanding of how to evaluate and minimise risks and hazards. She has developed a better understanding of all safeguarding requirements and has a more effective policy in place to guide and inform her safeguarding practice. She is able to clearly describe how to prevent the misuse of mobile phones, cameras and other online technologies in order to protect children. The childminder has made significant progress in developing her knowledge of the learning and development requirements. She now plans more effectively

for each child's stage of development and next stage in learning. As a result, children benefit from a broader range of stimulating and challenging activities, which they enjoy. This supports children's continuing progress and achievements as they move on to school. The childminder has made good attempts to develop links with the local school, so that she can share relevant information with school teachers about children's individual learning interests and abilities. This means that the Early Years Register and Childcare Register requirements have been successfully met. The childminder reviews her own practice and recognises what she does well and where she wants to improve. For example, she has developed good opportunities for children to be physically active indoors and is looking to attend training to learn how to enhance children's interest in outdoor activities. The childminder builds successful partnerships with parents and works closely with other health and care professionals, to establish continuity in children's care and learning. As a result, children's needs are met.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY468944
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	979639
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/06/2014
<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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