

Inspection date	12/01/2015
Previous inspection date	08/12/2008

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

- Children thoroughly enjoy the wide range of resources and well-planned activities that the childminder provides. She makes accurate assessments of children's needs and meets these effectively. As a result, children make good progress in their learning.
- Children are very happy and form close friendships with the childminder and their peers. They respond well to the childminder's caring and calm manner. Children are confident and sociable and play nicely together, particularly during role play.
- Children are well cared for in a safe and well-organised environment. The childminder works closely with parents to meet children's care needs. The childminder has a good knowledge of safeguarding. As a result, children are protected from harm.
- The childminder is experienced and liaises well with other professionals, such as other childminders and early years practitioners, to ensure she keeps her knowledge and skills up-to-date. She effectively reflects on her practice and makes well-targeted improvements so children's learning needs are well-met.

It is not yet outstanding because

- The childminder does not always liaise with the other settings that some children attend in order to facilitate consistency in promoting their learning and development.
- Sometimes the childminder does not fully exploit the opportunities to challenge children to enhance their knowledge of mathematics by, for example, finding innovative ways to use number skills during every day routines, as well as in their play.

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 lounge and kitchen.
- The inspector held discussions with the childminder and children when appropriate.
- The inspector looked at a sample of children's records and assessments.
- The inspector checked evidence of the suitability and qualifications of the childminder and looked at the childminder's self-evaluation form.
- The inspector took account of the parents' comments included in the children's assessment records.

Inspector

Diane Hancock

Full report

Information about the setting

The childminder was registered in 1995 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 the Hunderton area of Hereford. The whole of the ground floor and the rear garden are used for childminding. The childminder attends a variety of groups and activities at the local library and nursery. She visits the local parks on a regular basis. The childminder collects children from local schools and pre-schools. There are currently four children on roll who are in the early years age group and attend for a variety of sessions. The provision operates all year round from 7.30am 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. She has an appropriate level 3 qualification.

What the setting needs to do to improve further

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

- improve continuity for children who attend more than one setting by extending the sharing of information about their care, learning and development
- enhance opportunities for children to develop their mathematical knowledge further by, for example, using numbers, problem solving and other mathematical concepts in their everyday routines and play.

Inspection judgements

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

Children make good progress in their learning and development as they respond well to the childminder's good interaction and the variety of outings and activities she provides. The childminder knows the children's needs and abilities well as she successfully observes and undertakes regular, precise assessments of their learning and development. She has a good understanding of their interests and experiences and uses this information to effectively plan and link activities together. For example, when a child had an experience of taking her pet to the vets, the childminder organised a trip to the pet shop to further their understanding of animals. The childminder then extends their interest and learning as she plans an extremely well-resourced veterinary surgery role-play area. Children get thoroughly absorbed in this role play, acting out the role of customers caring for their ill pets. The childminder gets fully involved and acts out the role of the vet on the children's request. The childminder models how to use the resources, such as cutting malleable material with plastic knives to prepare food for the pets and the children imitate what she does. Children are highly motivated and initiate their own ideas, such as using the telephone to ring the vet from the other room and explain what the problem is with their

pet. These activities provide positive opportunities for children to extend their communication and language skills. This is because the childminder speaks to them throughout and introduces new vocabulary and ideas so children learn new words within the context of their play. The childminder encourages the children to count the number of pets they have. However, there is scope for her to further extend the use of mathematical language and concepts in children's play and daily routines to challenge the thinking of more able, older children. The childminder also uses singing, dancing and action rhymes daily to promote their language development and physical exercise.

Children's interest in reading and their early literacy skills are supported well because books are easily accessible and the childminder spends time with them looking at their favourite books. She also purchases new books to link in with the theme, such as a story book about the vets. The childminder sets out small-world toys, such as cars, to provide a welcoming, stimulating environment. Children also make individual choices in their play. For example, they play with their peers as they become engrossed in playing with dolls and negotiate very well with each other as they act out their favourite stories. This also shows that the children feel relaxed and confident within the home environment. The childminder effectively promotes children's recognition of letters and sounds, for example, through rhymes and various activities. She ensures that they develop very good pencil control and are able to recognise and write their name. Children enjoy writing for a purpose, for example, as they adeptly use a pencil and pad in their role-play area to make a record of information at the vets. Children enjoy a wide range of crafts, such as sticking or painting, examples of which are put in their learning-journey books. They have a sense of pride as they look through these books. Children benefit from time together talking and listening as they look at the colourful weather and day chart. The childminder extends this by encouraging children to learn the days of the week and months of the year. The childminder provides enthusiastic praise. Overall, children are learning a wealth of skills, which prepares them very well for their eventual move to school.

The childminder gathers detailed information from parents during gradual introductions regarding their child's likes and routines so that their needs are effectively met from the outset. As a result, new children settle very well. The childminder carries out an initial assessment, taking account of parents' views, which helps her to have precise information about what children already know and can do. She uses this detail, and her own ongoing assessments of children's progress, to plan relevant learning opportunities for each child. The childminder effectively plans and organises a wealth of stimulating experiences for children at her home and within the local community, such as attending a variety of toddler groups. The childminder speaks to parents about their child's daily activities and routines. Furthermore, parents look at their child's assessment book regularly, which ensures they are very well-informed about their child's progress. They comment on and receive a copy of a detailed progress check for children aged between two to three years. This promotes effective partnership working. The childminder works effectively with parents to extend children's learning and development in the setting and at home. For example, they bring things in from home when there is a particular focus, such as a specific colour.

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

Children form close relationships with the childminder, as they respond positively to her caring and friendly manner. Children develop a positive sense of belonging in the childminder's home because, for example, they celebrate special events together and have birthday tea parties. As a result, children feel valued and this promotes their emotional well-being and self-esteem. Children are confident and sociable. For example, they readily talk to each other and other adults within the home. Furthermore, children of all ages play and interact very well together. Children behave well as they readily respond to the childminder's clear boundaries and encouragement to share resources. The childminder encourages and supports the children to express their emotions and feelings in a positive manner. Therefore, the childminder ensures children are emotionally and socially well-prepared for the move to pre-school and school.

The childminder is experienced and supports children's well-being effectively through good care practices, such as hygienic nappy changing and hand-washing routines. Children independently use the toilet, wash their hands regularly and use their own individual towels to prevent cross infection. The childminder makes good use of books to help children to cope with new experiences, such as potty training and starting pre-school. Children's independence skills are extended as the childminder encourages them to feed themselves and put on their coats and shoes. The childminder works with parents to discuss children's changing needs and meets their individual care and health needs well. All children benefit from periods of rest or sleep in the homely environment. Children have regular routines for meal times and enjoy the social occasion of eating together. The childminder provides a range of fruits for snacks to meet their wishes. She ensures children eat their savoury foods first and they readily drink their individual cartons of milk. The childminder shares information regarding healthy eating with parents and with the children. As a result, children have a good knowledge and enthusiastically talk about the benefits of healthy eating and exercise to their bodies.

Children make good use of different areas to explore and play with an extensive range of good-quality resources. They develop their physical skills as they have regular opportunities to use play equipment at the local parks. Children also benefit from daily fresh air as they go on local walks and collect natural resources. The childminder ensures children are looked after in safe and secure surroundings. She effectively teaches children about different aspects of safety. As a result, they have a good understanding of what to do. Children talk about how to safely cross the road, what to do in the event of a fire and how to handle tools, such as scissors or knives safely.

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

Children are well-protected because the childminder has a good knowledge of safeguarding procedures. She understands about possible signs and symptoms of abuse and attends courses to ensure she keeps up-to-date with relevant information, which is then displayed. Policies are effective and are updated regularly to ensure parents are well-informed about her responsibilities and the service she provides. All adults within the home have appropriate checks regarding their suitability to look after or be in contact with

children. The childminder ensures she maintains accurate records to meet regulation and so that she understands and meets children's individual needs and parents' wishes. She also provides a well-maintained environment with good-quality resources, which are safe and suitable for the children attending.

The childminder has positive and well-established relationships with parents. They feel that she is committed, professional and reliable. Parents appreciate being well-informed about their children's routines, activities and achievements. The childminder has previous experience of liaising with other providers about children's care, learning and development. However, currently she does not always successfully maintain contact with the other settings some children attend, in order to provide a more consistent approach to promoting their care, learning and development.

The childminder shows a commitment to continuously developing the quality of her childminding. She effectively reflects on her practice, draws on her experience and continues to improve her knowledge through training and by acting on the advice of other professionals. This professional development has a very positive impact on outcomes for children, who consistently receive good-quality care and learning experiences. The childminder also uses this additional knowledge to identify and plan for improvement. For example, her more detailed assessments and tracking of children's progress have helped her to gain a more in-depth understanding of individual children's abilities. This has helped her to more closely monitor her educational programmes to ensure that activities generally cover all areas of learning well and promote children's consistently good progress over time.

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	223376
Local authority	Herefordshire
Inspection number	866083
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	08/12/2008
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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