

Inspection date	14/01/2015
Previous inspection date	17/11/2008

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 thrive in the childminder's care. She has good communication and strong teaching skills. She provides a wide range of activities within the home. As a result, children make good progress in their learning and development.
- Children are very happy and form close friendships with the childminder and their peers. They are confident, sociable and play nicely together. Children behave well, responding to the childminder's high expectations, boundaries and routines.
- Children are well cared for in a very safe and well-organised environment. The childminder has a good knowledge of safeguarding. Children also learn to keep themselves safe. As a result, children are protected from harm.
- The childminder has effective record keeping systems and works closely with parents and other providers to meet children's care and learning needs.

It is not yet outstanding because

- The childminder does not always extend children's knowledge and understanding of the culturally diverse world in which they live.
- Sometimes the childminder does not fully exploit the opportunities to help children to think critically, problem solve and investigate for themselves.

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 compulsory part 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, kitchen and rear garden.
- The inspector held discussions with the childminder and children when appropriate.
- The inspector looked at the children's records and assessments.
- The inspector checked evidence of suitability and qualifications of the childminder, and looked at the childminder's self-evaluation form.
- The inspector took account of the views of parents and children included in the parents' and children's letters.

Inspector

Diane Hancock

Full report

Information about the setting

The childminder was registered in 1991 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband in a house on the northern outskirts of Hereford. The whole of the ground floor and garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops, local walks 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 childminding provision operates all year round, from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about a cultural diversity by, for example, providing a wider range of resources and activities that help children to learn about other people
- enhance the opportunities for children to develop their critical thinking, problem-solving and investigation skills.

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 interactions, enthusiasm and strong teaching skills. The childminder knows the children very well as she spends time giving individual attention. She also successfully undertakes assessments of their learning and development. Children are relaxed and happy in the caring, welcoming and stimulating home the childminder provides. The childminder joins in with role play with the children, such as when playing pretend shops she will also be a customer and they take turns to be the shop keeper. The childminder uses this opportunity to have discussions with the children about healthy eating and their favourite foods. Furthermore, children take a shopping list to visit real shops and help pay for goods. This helps them to learn about the community in which they live. Children talk about holidays and share postcards. However, there is scope to extend children's understanding of the diverse social world in which we live by, for example, providing more activities and resources that help them to learn about the culture of others. Children are very happy as they make independent choices in their play, choosing a wide variety of imaginary games, such as to play 'mummies and daddies' with the baby dolls or playing with the cars on the road mat. These activities provide good

opportunities for children to extend their communication and language skills.

Children's early literacy skills and interest in reading are supported well because children readily look at books for themselves. The childminder also provides a regular story time routine every day after lunch, when they enjoy snuggling up on the sofa to listen. The children are involved in storytelling and repeat popular phrases. Children develop good creative skills as they enjoy painting and sticking. These activities are often related to stories they have read or events. For example, the children enthusiastically made a collage of a snowman when it snowed and a stick man from sticks they collected to link with a favourite story. The childminder heartily praises the children throughout their experiences and the children clearly feel very proud of their achievements. Children show excellent concentration during these structured activities and games, such as memory card games. Children are inquisitive and keen to learn and have a go. The childminder make good use of spontaneous opportunities for learning, such as observing a snail or seeing what happens to the ice when it is dropped. However, the childminder does not build on all opportunities for children to think about and investigate why something is happening, or problem solve for themselves, in order to ensure that children are challenged as fully as possible to make the very best progress they can. The childminder supports children to recognise their name by using letters on the fridge and name mats. As a result, children are eager to learn to recognise their name and develop new skills, which helps prepare them well for their eventual move to school.

The childminder plans stimulating activities to ensure children benefit from taking part in a range of experiences, such as planting bulbs and baking bread. Some activities are more targeted to meet specific individual learning, such as shape printing activities to promote children's knowledge of shapes. The childminder has a good understanding that new knowledge needs to be revisited to consolidate children's learning. Parents are well informed about what the children have been doing, as the childminder spends time talking with them at the end of the day. Furthermore, parents look at their child's assessment book regularly, which ensures they are very well informed about the progress their children are making. Parents bring in items from home, such as a large cardboard box for use as a pretend boat or car, and items related to a specific topic, such as a colour. This promotes effective partnership working and encourages parents to take an active role in their children's learning. The childminder provides advice and support if needed. Partnerships with other professionals and providers actively support children's learning and development. For example, when children attend more than one setting, the childminder attends events and shares information with the other providers about children's next steps in learning. This helps children maintain good progress.

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

Children seek the childminder's affection and form close relationships with her and their peers. They share a sense of fun and clearly enjoy each other's company. As a result, children settle well and are happy. Children develop a very good sense of belonging in the childminder's home because, for example, they celebrate each other's birthdays and share in family events together. Children learn to have respect and reflect on events. For example, for Remembrance Day they made a collage poppy and held poppies while

watching a service of remembrance on television. Children comment fondly about their experiences, either in cards or as they look at the examples of their crafts and photographs in their learning-journey books. This also helps children to feel valued and promotes their emotional well-being and self-esteem. Children behave very well as they respond positively to clear boundaries and high expectations. The childminder is highly effective at modelling good behaviour and language. As a result, children are polite and develop good social skills. Children feel proud of their new achievements, such as using a knife to chop the ingredients for the pizza, because they receive praise and a 'high five'.

The childminder is experienced and supports children's well-being very effectively through good care arrangements, such as hygienic practices and hand-washing routines. The childminder works closely with parents to ensure consistency of care for children. For example, she discusses issues, such as toilet training. Children make good progress from a young age in their independence and self-care skills. They respond well to the childminder's consistent encouragement, for example, to open packets and tubs themselves. These skills prepare children well for school. Children enjoy the social occasion of eating their packed lunch together at the table. The childminder encourages the children to eat healthily through food tasting and baking activities. For example, with encouragement, the children tried a wide variety of raw ingredients when they made their own pizzas. They learn to eat their savoury food first and why certain foods are good for you. Children have plenty of fresh air as they walk to and from school in all weathers. They also benefit from very good use of the garden all year round to learn physical skills, such as riding on the scooters. The childminder enthusiastically joins in games, such as football with the children. They enjoy local walks on the race course and the childminder supports children to learn to ride their bicycles. Children know the clear rules and expectations regarding road safety and fire safety. They also feel safe as they readily talk about their home life and confidently share news. Children from a young age learn about responsibility, as they help to lay the table and sweep the floor after lunch to maintain a safe environment. They learn to handle tools, such as knives and the cheese grater, with care. Consequently, children are developing a good understanding of how to keep themselves safe.

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 easily to hand. Policies and procedures are effective, regularly updated and shared with parents to ensure they are informed of 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 is very well organised in her record keeping and meets the welfare requirements to ensure the needs of children are met. She also provides a safe, hygienic and well-maintained environment, with good-quality resources that are safe and suitable for the children attending.

The childminder continues to improve her knowledge. For example, she gathers ideas for

improving practice from childminder internet forums. The childminder uses this additional knowledge to raise the good quality of the provision. Careful monitoring of the educational programmes means that they are well matched to the needs of individual children attending, cover all areas of learning well and promote children's consistently good progress over time. The childminder reviews her practice and seeks parent's views through discussion and written letters. The childminder has addressed recommendations from the last inspection to undertake observations and assessments to ensure activities meet children's needs, which she updates on a monthly basis. This demonstrates that the childminder has a good capacity for continuous future improvement.

The childminder has a good rapport and very positive working relationships with parents. She provides a friendly, honest and reliable service. Parents are very well informed through daily discussion. In addition, when children are younger, she completes a daily diary. The learning-journey books are shared with parents, as well as the progress check for children aged between two and three years. Letters from parents and children are very positive about the care and learning environment. Comments include 'all children enjoy the crafts', 'the childminder liaises with the speech therapist', and 'children have self-control, confidence and an ability to keep safe'. Parents also appreciate the friendship and support the childminder provides. The childminder has strong links with the other settings that the children attend and she shares information with key persons. This contributes to the consistently good progress that all children make in their learning and development.

The Childcare Register

The requirements for the compulsory 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	223383
Local authority	Herefordshire
Inspection number	866084
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17/11/2008
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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