

Inspection date	15/01/2015
Previous inspection date	14/09/2009

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

- The childminder uses the information she gathers through her own observations and assessments to effectively support children in their next steps. Teaching is good and this helps them to make good progress.
- Partnership with parents is strong. Parents are encouraged to provide information about their children's starting points on entry and are kept informed about their progress.
- Children are settled, very happy and share warm and secure relationships with the childminder. She has a good knowledge of how to protect children and ensures the children are kept safe.
- The childminder offers a well-organised learning environment with a good range of easily accessible resources, both indoors and outdoors. She reflects on her provision and continually improves her practice.

It is not yet outstanding because

- The environment is not consistently rich in print, to help pre-school children develop further skills and an interest in the meaning of different words.
- The childminder does not always obtain sufficient, appropriate words from parents in order to support children who speak English as an additional language and to further develop the acquisition of new words.

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 the premises, resources and equipment used by children.
- The inspector observed the childminder's practices and her engagement with children throughout the inspection.
- Children's activities were jointly observed and discussed with the childminder in relation to teaching and learning.
- The inspector looked at the children's records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector checked evidence of the childminder's suitability and training certificates.

Inspector

Dawn Robinson

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. On occasions she works with a co-childminder and assistants. She lives with her husband and daughter in a house in Burton upon Trent, Staffordshire. The whole of the property with the exception of one bedroom, is used for childminding. The family has two dogs as pets. The childminder attends attractions in the local community. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 15 children on roll, four of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder cares for children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the environment further by using relevant signs, symbols and labels, to help children further develop skills and interest in the meaning of words
- build on the information gathered from parents for children who speak English as an additional language, to collect a range of basic words which can be used to support children in their understanding and acquisition of new words.

Inspection judgements

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

On arrival, children are eager to play in this warm and welcoming home. The childminder knows the children well and understands how children learn. She gathers information from parents during a settling-in period to support her in identifying the child's starting points. Parents are asked to provide information on their child's ability and play preferences. This enables the childminder to plan activities based on their individual needs and interests. Each child has a file, which contains observations, photographs and assessments. These are used to identify children's next steps in their learning and development and to monitor their progress. The childminder provides a wide range of interesting and challenging activities. As a result, children are engaged in enjoyable activities which extend their learning and enable the children to make good progress. Children's progress is regularly reviewed and this enables the childminder to ensure children are working at an appropriate stage of development for their age. This information is shared with parents so that they can add their own comments and continue their child's learning at home. The

progress check for children between the ages of two and three years is completed and shared with parents in time for their child's health review. Daily discussions provide parents with continuous feedback. Consequently, parents are well-informed about their child's progress.

Children enjoy choosing their own activities from the well-organised resources. They happily play with small bears of different colour and size, matching them to pattern cards which support their mathematical development. The childminder sits with the children on the floor and extends their learning by talking and asking them questions. She gives them lots of praise for their efforts and makes their learning fun. As a result, the children are confident and eager to join in with activities. Children who speak English as an additional language are generally well supported in their growing communication and language skills in English. They are learning to understand and use their increasing vocabulary. For example, they recognise colours and say some numbers in order. The childminder repeats words with the correct pronunciation. However, the childminder does not always obtain key words from parents in the child's home language in order to fully support their acquisition and understanding of new words. Children develop their imagination as they play with dolls and accessories. The childminder engages children as she shares books with them. She makes the books interesting by reading with expression. Children are actively encouraged to join in by making the noises of animals or reinforcing their understanding of words by pointing to the pictures and naming objects. As a result, children develop an interest in reading and increase their attention and ability to retell stories. Technology is used to support children in their learning. For example, children are able to use a tablet to learn about linking sounds to letters. Children enjoy sitting together drawing and writing. They are able to access their own materials independently and talk about who their drawings represent. Children have access to magnetic letters on a whiteboard and an alphabet chart is on display. Pre-school children are becoming aware that print carries meaning. However, the environment does not display words which are familiar to the children, such as their names. There are fewer resources to support children to recognise and write familiar words. As a result, opportunities to encourage children to develop their independent writing skills are not maximised.

Children learn to socialise with other children when they attend local toddler groups and attractions. They are provided with opportunities to take part in different activities at the local adventure farm. Children develop their physical skills with access to a broad range of toys in the garden and trips to the local park. As a result, children are acquiring the necessary skills to be ready for school when the time comes.

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

Children are happy and settled with this warm and caring childminder. The environment is well-organised, comfortable and child-friendly. As a result, children move around freely and with confidence. Children and parents are provided with time to gradually settle in. The childminder uses this settling-in period to gather a wealth of information from parents. This includes information on their child's routines, dietary needs, likes and dislikes. The parents and children begin to form positive relationships from the start. Consequently, children's emotional needs are met well. The childminder teaches children

to stay safe as they regularly carry out fire drills and are reminded of simple house rules and playing with their toys near the baby.

Children's behaviour is good. They are taught to share and take turns as they play games with the childminder and throughout activities chosen by the children. They are encouraged to pick up toys and put them away when they have finished playing with them to ensure clear pathways. They are praised for their efforts, which support their self-esteem and confidence, and good manners are actively encouraged by the childminder. Children are encouraged to be independent. The childminder is ready to support them with their self-care skills if they require assistance. She teaches the children how to wash their hands and they use their own named towel to prevent cross-infection. Children's confidence develops as they find out what they can do for themselves. The childminder provides children with healthy and nutritious snacks and meals. Children sit together and develop their social skills. The childminder talks to the children about which foods are healthy in a playful manner. Appropriate arrangements are in place for children to rest and sleep. As a result, children's health and hygiene is well promoted.

Daily opportunities are provided for children to exercise and get some fresh air. Children have access to a well-resourced outdoor area. There is a range of resources available to develop their coordination and physical skills, such as wheeled toys, bats and balls. Children have opportunities to grow fruit and vegetables and explore the natural world. Resources provide further opportunities for them to develop their imagination, mark making and exploratory skills. The childminder collects older children from local schools. As a result, younger children have the opportunity to become familiar with the school buildings and staff. This supports them emotionally in preparing them for the move on to their next stage of learning or school.

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

The childminder has a good knowledge of both the learning and development and the safeguarding and welfare requirements. She has completed safeguarding training. The childminder is confident in the action she would take should she have any concerns about a child's welfare. She has all the supporting policies in place. All visitors are required to show their identification and sign in on the register. The childminder, on occasions works with a co-childminder and assistants. They have all been checked for their suitability to work with children. The childminder carries out regular risk assessments to ensure the premises are safe. She has clear policies and procedures for the administration of medicines and recording of accidents. The childminder holds a valid paediatric first-aid certificate. As a result, children are safeguarded and protected.

The childminder is well-qualified and experienced. She monitors the coverage of the educational programmes to ensure all areas of learning are covered. The recommendations raised at the last inspection have been fully addressed. This means that the childminder makes better use of her observations and assessments to ensure children are working effectively towards the early learning goals. The childminder reflects on her practice and has identified her strengths and weaknesses in her self-evaluation. In

consultation with parents and children, she has identified areas in which she wants to improve. This demonstrates her ability to continuously improve the quality of care she offers to children.

The childminder shares strong relationships with the parents. They comment positively on the service she provides. Parents spoken to during the inspection would highly recommend the childminder. There is regular sharing of information and the views of parents are sought on ways to improve the provision. As a result, children's needs are met through trusting and supportive relationships being fostered between the childminder and parents. The childminder shares good working relationships with other settings and provides information on individual children, with parents' permission to support the continuity in their care and learning. She understands the importance of working with other professionals and the need for early intervention where children require additional support in their learning and development.

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	EY315657
Local authority	Staffordshire
Inspection number	862207
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	14/09/2009
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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