

Inspection date	2 February 2015
Previous inspection date	12 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good as the childminder has an effective, structured approach to assessing children's achievements. Consequently, children's stage of development is easily determined and regularly shared with parents. As a result, teaching is tailored to ensure children make good progress.
- Children develop strong emotional attachments with the childminder. This helps them to feel secure and confident to express their ideas and feelings and to feel good about themselves.
- Children are safeguarded because the childminder has a robust knowledge and understanding of her role in the prevention, or early identification, of abuse and neglect.
- The childminder has a range of effective procedures and policies, which support children's health, safety and well-being. Risk assessments are thoroughly conducted and identify aspects of the environment that pose a risk to children and how the risk will be removed or minimised to keep them safe.

It is not yet outstanding because:

- Children who move on to schools out of the area are not always well supported to cope with the changes ahead.
- Children are not always well supported to build further on their good early reading and writing skills.

What the setting needs to do to improve further

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

- provide more activities and experiences to help children who are moving on to schools outside the local area to prepare for the changes ahead, such as, by showing them the school's website or photographs of the buildings and teachers
- build further on children's emerging early reading and writing skills by, for example, providing more opportunities to write for a purpose and to say and hear the sounds letters make.

Inspection activities

- The inspector observed activities in the childminder's home and viewed the garden.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at children's observation and assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability, training and qualifications, and the childminder's self-evaluation and improvement plan.
- The inspector took into account the views of children spoken to on the day and acknowledged a range of written statements from parents.

Inspector

Linda Yates

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder offers a good range of interesting and challenging activities. For example, children learn about the country of Australia, thereby developing their understanding of the world. The childminder helps children to achieve new skills, for example they are supported when they use scissors as they cut out their Australian flags. She skilfully uses open questions that require children to give fuller answers and to draw on a wider range of vocabulary. The physical skills needed for writing are refined as children paint the koala bears they are making. Children are encouraged to explore and follow their own ideas. For example, they decide to make handprints. However, the childminder provides fewer opportunities to model writing for a purpose or draw attention to the sounds letters make. Consequently, children's good early reading and writing skills are not built upon fully. Nevertheless, the childminder supports children well so that they develop the skills they need in readiness for school.

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

Children's emotional security is initially addressed well because a good settling-in procedure is implemented and agreed with parents. There are good procedures for emotionally preparing children to move into school, which include reading stories to the children about starting school. There are visits to the local school to familiarise children with the school environment. This is particularly helpful for the majority of children who will attend this school. As a result, these children are extremely well prepared. However, children who are leaving to attend schools further away are not as well prepared because the childminder does not provide opportunities for them to become familiar with their new environment. Strategies for managing children's behaviour include positive reinforcement in order to promote their self-esteem. The childminder promotes children's healthy diet and lifestyle by making sure they receive a nutritious diet and daily opportunities for fresh air and exercise. Children take risks in their play as they use the climbing and balancing equipment in the garden and visit the local parks and soft-play venues.

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

The childminder's childcare qualification has helped her to effectively implement all the Early Years Foundation Stage requirements. The childminder monitors the educational programme as she uses suitable guidance to benchmark children's achievements. Any areas of learning that children fall behind with are quickly identified and set as a focus. The childminder develops strong partnerships with parents from the outset. Daily discussions, sharing of children's daily diaries and children's assessment folders makes sure information is regularly shared with parents. The childminder regularly attends the local authority forum meetings. This is an opportunity to link with other childminders and the local authority worker to receive information about the Early Years Foundation Stage. Consequently, the self-evaluation to monitor her progress and identify targets for ongoing improvements is robust.

Setting details

Unique reference number	EY317919
Local authority	Staffordshire
Inspection number	856848
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	12 February 2009
Telephone number	

The childminder registered in 2006. The provision operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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