

Inspection date	02/12/2014
Previous inspection date	23/06/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children develop their early communication skills through discussions with the childminder. They learn new words as they take part in creative and role-play activities, which supports their language development.
- Children are protected from harm because the childminder has attended safeguarding training and is aware of her responsibilities in keeping children safe.
- The childminder keeps parents informed of their child's daily care routines and activities through verbal and written feedback.
- The childminder helps children develop a strong sense of belonging. Children form trusting bonds and attachments with her and are emotionally secure in her company.

It is not yet good because

- The childminder does not keep an accurate register of children's attendance, which means that a legal requirement is not met.
- Partnerships with other settings children attend are not fully established to ensure consistency and continuity in their learning.
- The childminder does not always help children to understand the benefits of healthy eating.
- Self-evaluation has yet to be fully developed in order to provide an accurate reflection of the setting's strengths and weaknesses.

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 the childminder engaging with children in a range of learning activities.
- The inspector held discussions with the childminder and engaged with children during the inspection.
- The inspector looked at children's learning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of persons living on the premises.

Inspector

Amanda Tompkin

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her partner and his son in Worcester. She uses the whole of the ground floor, a first floor bathroom and the rear garden for childminding. The family have some goldfish and a cat as pets. There are currently five children on roll, who are in the early years age group and attend for a variety of sessions. The childminding provision operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays. The childminder regularly takes children for walks and visits to nearby parks.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep an up-to-date daily record of the names of the children being cared for on the premises and their hours of attendance
- establish effective communication with other settings that children attend, sharing information about individual needs where necessary, to complement and extend children's learning and development.

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

- help children learn about the benefits of healthy eating, for example, by consistently providing children with balanced meals
- develop further the self-evaluation process to consistently identify and prioritise targets for improvement.

Inspection judgements

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

The childminder demonstrates a suitable knowledge of how children learn and develop. She carries out regular observations of the children and she takes photographs as they participate in activities. These are linked to the areas of learning and are used to monitor and track children's progress and to plan further activities that build on children's interests. The childminder has completed the progress check for children between the ages of two and three years. As a result, she is able to identify gaps in children's learning and development and respond promptly to them, should a need arise. The childminder

spends time getting to know children and their families before they start. She talks to parents so she is able to understand what children like and dislike. She uses this information to further inform her planning and to enable her to provide a range of suitable activities for each child, taking into account their interests and abilities. As a result, children settle well, feel emotionally secure and make some progress in their learning and development.

Children's communication and language development is adequately supported as the childminder engages the children in meaningful conversations. She listens to their responses and prompts them with further questions. As a result, children's critical thinking is developed. The childminder supports children well in their self-chosen play. For example, she helps them make a role-play shop and acts as the customer. She uses these experiences to introduce numbers and counting skills. Children use a variety of tools, such as felt-tip pens and paint sticks, to develop their early writing skills. The childminder provides ample paper and encourages the children to really have a go. The children take pride in their work as they share their finished pictures with her. Children's work is praised by the childminder which develops the children's self-confidence. All of these skills support children in their future learning at school.

Children have suitable opportunities to extend their learning at home. The childminder talks to parents on a daily basis and completes diaries detailing what activities the children have enjoyed taking part in. This helps support children's learning. However, partnerships with other settings children attend are not fully established to ensure there is continuity and consistency in their overall learning. The childminder has had some contact with some of the settings but has not implemented systems to exchange information on children's learning and development effectively.

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

Children are cared for in a welcoming and homely environment where they are happy, settled and develop strong bonds with the childminder. The childminder takes time before children start with her to gather important information from parents. She takes into account children's interests, their development and care routines and this helps children settle into the home. Parents are invited to stay with their child when they are settling and are encouraged to gradually leave them for longer periods in the childminder's care. This helps support children's emotional well-being and gives them a sense of belonging and security.

Children confidently move around the home and have plenty of opportunities to make choices from the well-resourced boxes, which appeals to them. The childminder responds well to children's individual needs and quickly responds to the signs from a child who may be shy of new visitors in the house. Similarly, children readily seek out the childminder for cuddles, reassurance or to celebrate their achievements when necessary. This demonstrates the good bonds the children have developed with her. Children learn to behave well with the childminder because she gives them clear guidance and gentle reminders. Children are encouraged to share and take turns, be kind to each other and help each other. For example, the childminder encourages the children to work together

when carrying boxes of toys from one area to another, in order for them to be able to make a shop. These skills help children become emotionally and socially ready for school.

Children are reminded how to be kind and gentle as they play with the cat and why they should take care not to put themselves at risk of being scratched, by petting the cat when he is trying to rest. As a result, children are learning the importance of keeping themselves safe. Children's health and well-being is supported well because the childminder follows good hygiene practices and sets a good example. Children and adults wash their hands at appropriate times throughout the day, and children understand why they need to use the correct towel to dry their hands. Fresh drinking water is available for the children to help themselves to independently, to ensure that they do not become thirsty. Parents provide children with packed lunches which are, on the whole, healthy. However, the childminder does not consistently support children to understand the benefits of a healthy lifestyle as she does not always provide healthy options at teatime.

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

Since the last inspection, and subsequent monitoring visit, the childminder has worked with the local authority to address the actions raised. The childminder has updated her knowledge of Local Safeguarding Children Board procedures and guidance and has attended an appropriate child-protection course. As a result, the childminder now has a good understanding of the procedures to follow should she have any concerns about a child in her care, or an allegation is made against anyone living or working on the premises. A safeguarding policy, which is shared with the parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. It also includes guidance on the use of mobile phones and cameras within the setting. The childminder has attended a paediatric first-aid course, which means that she can safely administer first aid if the need arises. The childminder now has effective systems in place to assess children's progress across all areas of learning and uses evidence from observations and assessments to plan for children's individual next steps. As a result, any gaps in children's learning are identified and children are making more progress in their learning.

The premises are safe and secure. The childminder carries out regular checks to ensure that all risks to children have been identified and steps taken to limit hazards. All adults in the home have been checked for their suitability to be in contact with children. Clear procedures are in place to ensure children are only collected by authorised people. However, the childminder does not maintain a daily record of children's hours of attendance. This is a breach of the requirements of the Early Years Register and the compulsory part of the Childcare Register.

Partnerships with parents are sound. Parents receive daily, verbal and written feedback on children's care and learning, which keeps them adequately informed of their children's progress. There are some useful links with other professionals in place, and the childminder understands how partnership working supports practice and enables her to make improvements. However, partnerships with other providers are not sufficiently

established to ensure that information regarding children's learning and development is consistently shared. The childminder's system for self-evaluation is in the early stages. She has identified some areas for further development to help her improve the educational programme further. However, she has not fully identified all areas for improvement or put in place targeted action plans in order to continuously drive improvement and achieve consistently good outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register).

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	204940
Local authority	Worcestershire
Inspection number	981553
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	23/06/2014
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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