

Inspection date	20/11/2014
Previous inspection date	17/09/2008

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

- Accurate assessments ensure that children's learning and development needs are well supported, as a result children are making good progress.
- The childminder knows the children very well. Strong relationships ensure that children are developing confidence and are well prepared for their next stage in learning.
- A good range of policies and procedures support the childminder's practice, enabling her to ensure that children are kept safe and protected from harm.
- Partnerships with parents and other settings are good, and information is shared effectively to ensure that children's progress and learning and development needs are consistent.

It is not yet outstanding because

- Child-initiated play is not always fully supported for younger children as they do not always have access to all resources so they can make choices about what they want to play with.

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 carried observations of interactions between the childminder and children during play.
- The inspector checked evidence of suitability for the childminder and other household members.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at documentation including a range of policies and procedures, risk assessments, the childminder's self-evaluation form and improvement plan.

Inspector

Lynsey Hurst

Full report

Information about the setting

The childminder was registered in 2000 and is on the Early Years Register and the voluntary and compulsory part of the Childcare Register. She lives with her husband and daughter. They live in a house in Newcastle, Staffordshire. The childminder operates Monday to Friday 7.30am to 6pm all year round, with the exception of Christmas and family holidays. The whole of the downstairs of the property are used for childminding and an upstairs bedroom and bathroom. There is an enclosed garden available for outside play. Children from the local area access the provision and the childminder drops off and collects children from local schools. There are currently six children on roll; of whom, four are within the early years age range. The childminder visits local toddler groups and is a member of a local childminding network group.

What the setting needs to do to improve further

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

- improve how and where resources are stored to further encourage children's self-initiated play to enable them to make more decisions about what they want to play with.

Inspection judgements

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

The childminder demonstrates a good knowledge and understanding of how children learn and develop. She ensures that information from parents is gathered on entry to the provision regarding children's prior learning, general care needs and routines. She then uses this information to support her own initial observations and evaluates these to determine children's starting points. This supports the childminder in having a base to provide children with activities that support their individual needs. Planning ensures that children are offered a range of adult-focused activities that support their next steps for learning. Children have individual developmental journals that are used to record observations of their achievements, photographs and completed assessment records. Regular assessments are completed and focus on children's level of development, next steps for learning and how children learn. Assessments are shared with parents and are enhanced by a daily communication book that informs parents of children's daily achievements. This ensures that parents are kept up to date with their child's learning and development on a regular basis.

The quality of teaching is good and as a result, children are making good progress. The childminder promotes children's learning through effective questioning, demonstrations and communication. She gives children time to explore and experiment in their play to develop their thinking and investigation skills. The childminder supports children who

attend other early years settings well. For example, she liaises with school to ensure that the activities she plans support those being undertaken at school. This results in children's learning and development needs being met consistently.

There is a good variety of resources, which is suitable for the differing age ranges of the children who attend the provision. However, these are not always freely available to the children as they are stored in the playroom and children play throughout the house. As a result, opportunities for children to choose what they want to play with, is sometimes reduced. The childminder introduces new vocabulary through stories and books. For example, when looking in a mirror in a book the childminder talks about the child's reflection and what they can see. The childminder accesses local toddler groups and activities outside the home to support children in their personal and social development. This helps children to develop the necessary skills to prepare them for their next stage of learning and the eventual move to school.

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

The childminder provides children with a welcoming and homely environment that is safe and secure. Individualised settling-in processes are used to support children to develop secure attachments prior to starting at the provision. As a result, children are happy and confident in the provision and demonstrate good relationships with the childminder. The children seek attention from the childminder when they are tired, upset or need reassurance and she responds appropriately with affection and comfort. She is very aware of the children's individual emotional needs and uses this to provide children with an appropriate level of support. For example, she talks to children regularly throughout the day about their family members and things they do at home.

The childminder is a good role model for the children. She uses and promotes good manners, which result in children developing an understanding of respect for others. The childminder works closely with parents to ensure behaviour management strategies are consistent in the provision and children's home. As a result, children are well behaved. The childminder talks to children and gives them clear indications as to how they are expected to behave and she uses good strategies to support children who need reminding of these expectations. For example, when children try to touch the television the childminder reminds them that they do not touch and distracts them with toys and resources.

The childminder works closely with parents to ensure that children's care needs are well met. For example, if children have allergies the childminder ensures she has accurate information to support the children's needs and considers how she can meet these needs outside the home environment. As a result, children are protected from potential dangers and their health and well-being is well supported. The childminder talks to the children about what foods are healthy and why. This results in children developing a good understanding of healthy lifestyles. The children participate in regular fire drills to ensure they are aware of the procedures to follow in the case of a fire. The childminder uses safety measures, such as stair gates to ensure children are protected from potential hazards.

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

The childminder uses a good range of policies and procedures to support her in ensuring the provision provides children with a safe and secure environment. Policies are reviewed regularly and shared with parents at induction and when reviewed. Risk assessments are completed and reviewed regularly and cover all aspects of the provision. The childminder has a good understanding of her roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of what would alert her to any concerns about children in her care and is aware of the procedures to follow to ensure children are protected from harm.

The childminder monitors children's assessments to ensure that they are making progress. She carefully plans to provide any additional support that children may need, in order to close gaps within their learning. The childminder ensures that her mandatory training is kept up to date. She uses additional training to support the provision and to meet the children's needs when necessary. The childminder is a member of a local childminding forum, which she uses to support her knowledge and to evaluate her own practice. Self-evaluation enables her to identify her strengths and weaknesses in order to support improvement planning. The childminder seeks the views of parents through daily communication methods and these are used to enhance the provision and its services.

Partnerships with parents are good. Parents share information regarding their children's interests and learning at home to support the childminder in offering children activities that support their learning and development. This information is used to support the evaluation of children's starting points. Partnerships with other settings are good. Information is shared and the childminder is the link between school and parents. Other settings share their planning so that the childminder can support and extend children's learning opportunities within her provision. This ensure that children's needs are consistently met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	209654
Local authority	Staffordshire
Inspection number	864163
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17/09/2008
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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