

Inspection date	14/05/2014
Previous inspection date	07/04/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children have extremely strong attachments to the childminder. They are extremely happy, confident and self-assured in this homely and welcoming provision. They explore their environment with confidence and their emotional well-being is supported exceedingly well.
- The childminder has a wealth of knowledge and experience, which she uses exceptionally well to promote children's learning and development across all areas of learning in the Early Years Foundation Stage.
- Teaching is inspirational and has a very positive effect on children's learning as the childminder uses a superb range of methods to help children engage in challenging activities. She has established successful ways to observe children's development and plan for their next steps in learning.
- Children benefit from the highly effective partnerships that exist between the childminder and parents. Information is regularly shared to enhance children's care and learning.
- Children's safety and well-being is highly prioritised. Robust risk assessment, stringent safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure.

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 children as they played indoors and at snack time. She engaged in the children's discussions and imaginative play.
- The inspector looked at a sample of children's assessment records and discussed these with the childminder.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and looked at her self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to the childminder at appropriate times and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

The childminder was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with her co-childminder husband and mother-in-law. The childminder lives with her husband and four children aged 11, 15, 19 and 21 years in Loggerheads, Staffordshire. The whole of the ground floor is used for childminding. Children have access to an enclosed outdoor garden. The childminder takes children on walks to the local park and regularly visits local toddler groups. There are currently 27 children on roll, 11 of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6.30pm, Monday to Friday with the exception of bank holidays, Christmas week and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- continue to review the programme of professional development so that it continues to maintain the highest levels of expertise achieved so far and has the best possible impact on children's learning.

Inspection judgements

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

The quality of teaching is highly effective. The childminder has a wealth of knowledge and experience of working within the learning requirements of the Early Years Foundation Stage. Consequently, children make rapid progress. The childminder consistently achieves high standards across every aspect of her work. She supports children exceptionally well and uses adult-led and child-initiated activities to extend children's thinking, interest and learning. For example, when children are curious about a child's pretend tattoo she explains how they are formed and further extends their learning by allowing them to paint their own tattoos using face paints. The children display intense concentration as they sit and make patterns and symbols on their arms and faces, thoroughly enjoying the activity. The childminder responds to their needs as she provides play mirrors for the children to use so they can see their patterns. As a result of such activities, children are actively engaged in their learning and make exemplary progress across all seven areas of learning. Children and the childminder have great fun as they play outside in the sand pit and make sandcastles, which children delight in knocking down. The childminder has high expectations of the children, she listens closely to what they say and asks open-ended questions to further their learning. She allows the children plenty of time to respond and clearly values their responses. She effectively models children's speech and extends their learning. As a result, children's communication and language skills are continually

enhanced.

Children have fun, laughter and excitement in this highly stimulating provision. Their art work is displayed on the windows, so they gain a real sense of belonging. Their creativity is successfully developed as the childminder encourages them to engage in imaginative role play using real bandages. This motivates children to discuss the roles of doctors and nurses and they make links in their experiences as they are encouraged to recall past events. Children are animated and confident to interact with visitors and are keen to involve them in their play. They display exceptionally good levels of independence. For example, children confidently access all resources, both inside and outside, and only call upon the childminder when they want her to engage with them. Consequently, children are highly motivated and active learners. High quality resources are stored in clearly labelled boxes, which children can access independently. Children freely engage in many independently selected activities, such as imaginative role play, which they sustain for long periods of time.

The childminder identifies children's starting points, which are accurate and comprehensive and are discussed with parents during an extensive settling-in period. These are used effectively to plan activities to help children make the best progress they can. Ongoing observations are carried out which show how children are developing in all areas of learning. These are shared with parents to fully involve them in their children's progress. Highly successful partnerships have developed over time and this is evidenced by numerous thank you cards and letters. Parents comment that the childminder is 'caring and loving towards their children' and keeps them 'regularly informed of their progress and planned activities'. The childminder is extremely knowledgeable about how to promote children's development and this is evidenced in an admirable photograph album of individual children's experiences. Children's personal files contain in-depth observations, which are supported by numerous annotated photographs and examples of art work. They provide a delightful resource to share with parents. The childminder ensures parents are fully involved in the assessment process as they are invited to comment on activities children have been involved in. The childminder's superior understanding of child development ensures that she is constantly thinking about how her teaching can move children's learning on. Consequently, children make outstanding progress in their learning and development and are developing first class skills and attitudes to prepare them for school.

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

The childminder is highly skilled in helping children settle quickly into the provision. She works closely with parents to ensure all children's needs are known and met. There is a very effective settling-in procedure, which allows children to visit several times with their parents until they are confident within the provision. She listens to their needs carefully and goes a long way to ensure these are met. Children are extremely happy and secure with the childminder. They go to her for reassurance and are rewarded with warmth and affection. Consequently, children's emotional well-being and self-esteem is promoted very well. The childminder shows a genuine interest in children's play and interactions and, as a

result, relationships are very loving, warm and strong. The emotional security she provides for children is outstanding. For example, she offers cuddles and compassion to children when they do not feel well, to help relieve their distress. She tries different strategies to distract children and encourage them to engage in activities. She builds warm and affectionate relationships with them and is continually alongside them to support them as they play and learn. Consequently, children's personal and emotional development is consistently enhanced.

The childminder introduces visitors into the provision and children quickly begin to enjoy the interaction with new people. The childminder sets clear boundaries for good behaviour and children clearly understand what is expected of them as they are extremely well behaved and polite. Through the childminder's effective policies, procedures and her dynamic teaching, all children flourish in this welcoming environment. Children are allowed to explore the provision independently while the childminder observes their safety, allowing them to identify hazards and dangers efficiently. For example, she supports them to take risks and manage challenges which are relative to their age. She reminds children to hold a heavy bucket of sand with two hands so that it does not fall onto them. As a result, children effectively learn about managing their own risk and being safe.

The childminder expertly supports children in developing an understanding of the importance and benefits of physical exercise and a healthy diet. Children have free access to daily outdoor activities. This ensures they benefit from opportunities to be active in the fresh air. The childminder provides children with excellent outdoor facilities that include climbing apparatus, sand play, den making, an array of bikes and ride-on toys and gardening tools. She has an superb understanding of how to promote children's learning in the outdoor environment. For example, she has adapted the sand play so that it can be moved around the garden easily, so children can find new ways to do things. The childminder provides children with regular healthy snacks and they have access to drinking water throughout the day. She carefully labels children's individual drinks with pictures of them. This ensures that they are easily identified by the children, so that they can effectively meet their own needs. Children benefit from healthy, nutritious meals which they thoroughly enjoy. The childminder ensures that children have a balanced diet and offers children fresh fruit after lunch and a carbohydrate snack in the afternoon to meet their dietary needs. Children's independence skills are promoted exceptionally well as they are involved in preparing their own snack and learn to cut up fruit safely.

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

The childminder has a robust understanding of her responsibility in relation to safeguarding issues and the procedures to follow in the case of any concerns about a child in her care. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. The provision is secure and detailed risk assessments confirm that the childminder carries out regular checks to minimise risk, both around the home and outdoors. The childminder demonstrates a high level of commitment in promoting children's safety and well-being. For example, there are robust procedures in

place for ensuring the suitability of household members and the childminder is fully aware of the need to inform Ofsted of any significant events. The childminder has meticulous policies and procedures in place to demonstrate her knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is conscientious and keeps up to date with relevant training, such as first aid and food hygiene, using her knowledge to enhance her practice.

The childminder has fully implemented recommendations from the previous inspection. She now undertakes regular fire drills to ensure the children are familiar with this routine, to promote their safety in her home. The childminder has an excellent system of self-evaluation, which includes listening carefully to the views of children and parents. The active involvement of parents is encouraged through the use of questionnaires to elicit their views and preferences. For example, the childminder has purchased new climbing equipment, as this has been highlighted by a parent as an area where the provision could be improved. This shows that the childminder is committed to providing a high quality provision that meets the needs of all children. The childminder continually reflects on her provision to recognise her strengths and areas for improvement. For example, she has developed forest school activities with the children and regularly takes them to a local nature area to facilitate this. She is enthusiastic about the development of her practice and is keen to embark on further professional development to strengthen this. Consequently, the childminder is committed to providing a first class provision, which she continually monitors to consistently improve children's learning experiences.

Partnerships with parents are exceptional and the childminder gives them opportunities to become involved at all levels. There is excellent communication in place with regard to children's well-being and achievements. Parents are encouraged to be actively involved in their children's learning at home and share information about their achievements. The childminder effectively communicates with parents using two-way diaries and an interactive media programme to communicate with parents about all aspects of her provision. She is able to share observations and details of future planned activities with parents. Parents value these and comment on how informative they are. Parents make comments on items sent and this ensures there is an excellent flow of communication present. As a result, children's learning is well supported at home. The childminder has a significantly high understanding of the importance of working in partnership with parents and other providers to ensure children's future learning is superbly supported.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY137172
Local authority	Staffordshire
Inspection number	869670
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	27
Name of provider	
Date of previous inspection	07/04/2009
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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