

Inspection date	10/12/2014
Previous inspection date	09/12/2009

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 has a very good knowledge of how children play and learn, which means she provides exciting and varied learning experiences for children, through which they make good progress.
- Children are safe, both in the setting and on outings, as the childminder implements her thorough knowledge and experience of safeguarding practice.
- Children are taught to be independent and they are very confident and happy in the childminder's care. She promotes healthy lifestyles, as children are active and have very healthy meals and snacks.
- The childminder monitors and evaluates her provision well, so that there is continuous improvement in children's learning experiences.
- There are strong links with other early years providers, which means that children's learning is further supported and the childminder engages in mutual support to improve her provision.

It is not yet outstanding because

- There are even further opportunities to increase challenges for younger children by extending some of the resources that are available to them.

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 engaged in a range of learning activities, play and daily care routines with the childminder.
- The inspector looked at children's assessment records, planning and a range of other documentation, including evidence of the childminder's suitability and qualifications.
- The inspector looked at and discussed the childminder's self-evaluation process and improvement plans.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector conducted a joint observation with the childminder.

Inspector

Catherine Sharkey

Full report

Information about the setting

The childminder was registered in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children in Dordon, near Tamworth. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. She uses the whole of the ground floor and a first floor bathroom for childminding. There is an enclosed garden for outdoor play. The childminder attends local playgroups, visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently 11 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder holds a level 3 qualification in childcare and education and 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:

- extend some resources for younger children, so they are even further challenged in their problem solving, imagination and manual dexterity as they begin to use more intricate construction sets.

Inspection judgements

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

The childminder knows the children very well and plans exciting activities that they enjoy. She has a very good knowledge of how children play and learn, which means she records purposeful observations of children during their activities. She obtains information from parents about children's achievements when they first start. This means that all their individual needs are met and a clear starting point is established, on which to build their learning. The childminder uses her observations of children to plan the next steps in their learning, so that they make good progress. She continually assesses individual children's progress and provides progress reviews to share with parents. This means that any gaps in learning are identified and addressed. The childminder provides exciting learning opportunities for children and there is a good balance across all areas of learning. The childminder has a strong relationship with parents and she encourages them to support children's learning at home. Parents are very well informed about their children's progress, through written and verbal information each day. They can see children's progress records at any time and can take them home, so that other family members are also involved in the support of children's learning.

Two- and three-year-old children really enjoy decorating a small Christmas tree in a pot outside. They choose the decorations and the childminder encourages them to describe the shapes, colours and textures. Children look at them intently and sing 'twinkle twinkle'

as they hold up a gold, glittery star. The childminder asks if they can find a green, shiny one and encourages them to repeat new words or words they can not yet pronounce correctly. Children are very enthusiastic and engaged in their play and are very careful as they hang each decoration on the tree. They are very imaginative as they make models from small construction pieces. Children solve problems as they find ways to attach arms to their model dinosaurs and the childminder encourages them to persevere until they succeed. Children are beginning to increase their manipulative skills and their imaginations. However, there is scope to provide more opportunities and introduce a wider range of more challenging construction sets for them to develop these skills.

Children are very well prepared for the next stage in their learning because the childminder takes many opportunities to help them to count and practise early reading and writing skills. Children make patterns in a tray of shaving foam and use a wide range of media to make marks and to draw. They are very imaginative as they pretend vehicles are stuck in the shaving foam snow and need to be rescued. They explore the texture and smell of the foam and experiment by making handprints on different surfaces. Children develop their physical skills very well through their use of the climbing and balancing equipment at the park. The childminder teaches them to notice changes in the weather and seasons and they learn about the natural world on their many outings. The childminder works closely with parents and other professionals to support children with special educational needs and/or disabilities. This ensures all those involved with children develop a joint approach in meeting their individual needs.

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

Children are very happy and emotionally secure in the welcoming, family environment. They form close bonds with the childminder and she shares information each day with parents about children's needs, routines and preferences, so she can meet their needs fully. The childminder is very aware of children's needs and ensures they have plenty of drinks throughout the day. Children are very happy and confident to let the childminder know what they need and ask for help with their activities. There are very good relationships between the children and the childminder and letters from parents state how happy and safe the children are in her care.

The childminder promotes healthy eating and lifestyles and teaches children about which foods are healthy. She provides them with nutritious meals and snacks, such as fresh fruit, sandwiches and milk or water. She extends information to parents from a local children's centre about healthy lifestyles and the importance of physical play, so this is continued at home. Children are active outdoors each day and manage risks safely on their trips to the park. The childminder teaches children to use the stairs safely, as she supervises them when they use the bathroom. Good hygiene is promoted and children know they need to wash their hands at appropriate times throughout the day.

Behaviour is excellent and the childminder plans activities, through which children learn to share and take turns. She manages their moves to other settings very smoothly, as she has very close links with local nurseries and schools. She speaks to children's new teachers or key person to share information about their progress and needs so that these

continue to be met. The childminder contacts children's previous settings before they start with her, to ensure any relevant information is shared. This means that all children are emotionally secure and they settle very well in the childminder's care.

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

The childminder has a very good understanding of safeguarding and child protection. She has attended recent training and implements her policies effectively so that children are safe. She obtains up-to-date information from a childminding association and from the local authority, so she knows what to do in the event of a concern or an allegation being made against her. The childminder practises regular fire drills with the children and supervises them very well. The required parental consents are obtained and the premises are secure so that children are well protected. The childminder carries out thorough risk assessments for the premises and for outings so that children are safe. The childminder and other adults living in the house are suitably vetted to be in contact with children and there are rigorous procedures in place for the collection of children.

There is effective monitoring of planning and teaching, as the childminder reflects on this each week and evaluates what children learn. She then adapts her future planning so that children's individual learning goals are included, so that they are sufficiently challenged. She attends regular training courses and is very well motivated in striving for continuous improvement through effective and improved self-evaluation processes. She includes the views of parents and children in these so that everyone's needs are fully met. She keeps them well informed about her policies and procedures and encourages them to share daily information about children's well-being, so that she can fully meet their needs. Parents state in recent letters that they are extremely pleased with all aspects of the provision.

There are strong links with other local early years providers, such as the nurseries and schools children attend or will move on to. The childminder obtains information about what children are learning, so that she can extend and complement this. She shares information about children's well-being, to pass on to parents, so that children are well protected. The childminder has access to the support of a local authority early years adviser, should she need it. She shares ideas and best practice with other childminders on a regular basis and also with the staff of a local children's centre. She receives information about current practice and legislation from a childminding association so that she maintains and improves the good quality of her childcare.

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	EY276581
Local authority	Warwickshire
Inspection number	872784
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	09/12/2009
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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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