

Inspection date

07/07/2014

Previous inspection date

13/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children make good progress in their learning and development. Their personal, social and emotional development is enhanced because they experience a wide range of activities and resources, both at home and in a variety of toddler groups. The childminder assesses children's development and provides specific resources, activities and teaching support to ensure the make positive progress.
- Children and babies settle very well. They form positive attachments to the childminder and feel secure in her care. They benefit from regular routines that meet their care needs. The childminder meets parent's individual wishes regarding sleep routines and works closely with them to ensure children's health and dietary requirements are met.
- The childminder has a good knowledge of safeguarding and provides a safe home. She meets all of the requirements of the Early Years Foundation Stage and ensures children's needs are met. She keeps up to date, makes improvements and ensures children benefit from a good quality care and learning environment.

It is not yet outstanding because

- There is scope to extend opportunities for children to communicate through use of signs, think about what they are learning through effective questioning and reflect back on what they have enjoyed and learnt.
- There is room to expand upon children's understanding of why it is important to have a healthy diet, to follow good hygiene practices and to develop further knowledge of the benefits of physical exercise.

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 activities in the lounge, kitchen and in the courtyard.
- The inspector held discussions with the childminder and children when appropriate.
- The inspector looked at children's records and assessments.
- The inspector checked evidence of suitability and qualifications of the childminder, including the self-evaluation form.
- The inspector took account of the views of parents included in the childminder's parent surveys.

Inspector

Diane Hancock

Full report

Information about the setting

The childminder was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two adult children in a house in the city of Hereford. The whole of the ground floor of the property is available for childminding, together with an upstairs bathroom. There is an enclosed courtyard and garden for outside play. The childminder takes children to a variety of toddler groups and collects them from the local school and pre-school. Children can attend for a variety of sessions. There are currently eight children on roll, of whom four are in the early years age range. The childminder operates all year round, from 6.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- extend opportunities for all children to develop their communication and critical thinking skills. For example, through further use of appropriate questioning, using signs and retelling events that they have enjoyed
- develop children's understanding of the importance and benefits of healthy living, including of a healthy diet, good hygiene practices and physical exercise.

Inspection judgements

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

Children make good progress in their learning and development across all areas of learning. They enjoy challenging experiences and a wide range of activities and resources within the home and at the various toddler groups they attend. Children gain in confidence as they meet other children and adults in group situations. They start to join in group singing and listen to stories. These activities help prepare children in readiness for attending pre-school and school. Children develop their physical skills, gaining confidence to ride a bike or climb and balance with the soft play equipment. Children experience a wide range of creative activities, including modelling with clay. The childminder plans crafts to fit in with their interests, such as making and decorating totem poles to link in with an interest in cowboys and native Americans. Babies explore the treasure basket and a wide range of toys around them, shaking rattles and exploring the feel of different resources, such as bean bags. Babies engage in sensory play, for example, exploring the texture of rice. They spend time looking at books with the childminder and their peers as part of a shared learning experience. They are happy and thrive in the interesting learning environment that the childminder provides. All children are active and become absorbed in their play. For example, during role play children play babies and push dolls around in

their buggies. They also enjoy using their imaginations as they play with the cars. The childminder knows children's preferences well and updates her resources to captivate their interests. For example, she has recently introduced small characters and a house from their favourite television programme. Children decorate cakes using edible stickers that reflect their favourite characters. Such activities help new children to settle well, feel valued and enjoy their time playing within the home.

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Through regular observation and precise assessment she has a good knowledge of individual children's developmental needs and the starting points of new children. The childminder has effective methods in place to track the individual progress that children make, and successfully identifies their next steps in learning. The childminder uses this information to plan some structured activities and to give children individual attention to support their learning. For example, she uses picture, word and number flash cards to help children develop their communication and language skills. As a consequence, children make progress in extending their vocabulary and clarity of speech. However, there is scope for the childminder to extend her use of questioning and use her knowledge of signing to enable all children to make even greater progress in their communication. The childminder provides children with activities and resources that help to develop their understanding of numbers. Children count the number of teddy bears as the childminder point to the pictures. Children also learn the day of the week and talk about the weather as they use the daily calendar and a weather board. Older children begin to learn to tell the time through use of resources and discussion.

More able children are supported to recognise words and write, which supports their good progress and ensures they develop key skills needed for school. These older children continue to make good progress in their early reading, writing and spelling as the childminder supports children with their work from school. Parents are encouraged to share information about their children's learning and development through discussion. Some parents make effective use of a two-way diary to discuss their children's progress and development. Parents are well-informed about children's achievements and the activities their children engage in while in the care of the childminder. They see the learning journey books, which are updated monthly to include photographs, observations and ideas for next steps. This ensures parents can begin to work together with the childminder to support children's learning and ensure children make good progress.

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

Children settle very well as they benefit from the childminder's caring manner. The childminder has introductory sessions with parents and children where they discuss care routines and general development, to enable the childminder to provide consistency of care. Children's emotional well-being is promoted. They show they feel safe as they readily approach the childminder for cuddles, which demonstrates there is an affectionate and strong relationship between them. Children also feel secure in this homely environment where regular routines are in place. They have good opportunities for sleep

and rest to meet their individual needs. The childminder provides a very flexible service to meet the needs of all families and adapts her practice to achieve this. For example, she uses visual aids to support feedback and to ensure an effective exchange of information with parents. The childminder promotes children's independence and self-care skills, which prepares them well for their move to school. For example, she ensures they are able to take the lids of yoghurt pots and can open food wrappings, so that they have the confidence and skills to cope with packed lunches when they attend school. Children grow in confidence as they attend a variety of toddler groups where they begin to develop their social skills. These skills also help prepare children for attending pre-school. The childminder supports children to recognise their names, as well as providing emotional support through reading stories about starting school. This helps children to gain confidence that will support them well during their eventual move to a new environment.

Children are cared for in a safe, well-resourced and secure environment where hazards are minimised. For example, safety features include the appropriate use of stair gates and making sure children wear wrist straps containing the childminder's contact details, for use in case of emergencies, when children are away from her home. While walking to and from school, children learn about how to cross a road safely. They are clearly able to say why they have to hold the buggy when walking to school, developing an understanding of risks. Children also have a good knowledge of what to do if there is an emergency within the home, through discussion and regular fire drills. On the whole, children behave and play well together. They are encouraged to develop their listening and sharing skills through playing games together. Children have good manners and are encouraged to be polite.

Children develop their physical skills well. For example, they play games with the childminder where she supports them to learn to throw and catch a ball. Children enjoy playing with the skittles outside and with different balls at the soft play area. In the courtyard, the childminder models how to use a hula hoop. Children concentrate and persist in having a go, gaining physical control as they jump and follow her lead. Babies are encouraged to crawl as they try to reach for balls and other toys, responding well to the childminder's praise. Children benefit from the good opportunities provided for fresh air and gain in stamina as they walk daily to and from school. Children's dietary requirements are met through the childminder ensuring they eat their savoury and fruit first. Children make fruit kebabs as the childminder promotes their knowledge about healthy eating. Children's individual health care needs are well met through regular nappy changing and good hand washing routines. However, there is scope for children to learn more about the benefits of a healthy lifestyle. The childminder works in partnership with parents to ensure that children's medical needs are well known and met while they are in her care. For example, she gains the information needed to ensure medication is administered at appropriate times. The childminder works very closely with parents to discuss weaning and to ensure babies' changing feeding habits are well catered for and their needs met. The childminder has a two-way diary for parents of babies, to ensure detailed sharing of information regarding care routines. This ensures the childminder is also well informed on a daily basis to understand and meet the needs of younger children.

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

The childminder has a good knowledge of the Early Years Foundation Stage and all legal requirements are met. She is well-organised and implements effective policies, routines and record keeping procedures to ensure the needs of children are met. Children are cared for in a safe environment with detailed risk assessments in place. The childminder updates her resources and has appropriate storage of toys to maintain children's safety. All adults within the home have been subject to suitability checks to confirm that they are safe to be with children. Children are happy in the company of the childminder and on occasions with her adult sons. The childminder has a good knowledge of safeguarding children as she has attended recent safeguarding training and she has reviewed and updated her safeguarding policy. She has a good knowledge of what to do if she is concerned about a child's care and relevant guidance is displayed within the home. This ensures that parents are also suitably informed of the policies and procedures and the action that will be taken in the event of a child protection concern.

Children benefit from the improvements that the childminder makes. The childminder is conscientious and keeps up to date and builds on her experience and knowledge as she attends childminder development meetings. Children now experience a greater range of outings, especially during school holidays, as she has increased confidence to explore farm parks and country activities alongside other childminders. The childminder attends training courses to help her meet the needs of individual children more effectively, such as language courses. As a result, the childminder provides more individual time with children to focus on their vocabulary. The childminder makes ongoing improvements to her home and keep parents informed of these. She has acted upon the recommendations of the last inspection, for example, by increasing her resources that reflect the diverse society we live in to develop children's understanding of the world. The childminder has also improved the sharing of children's learning journey books with parents, to enable greater opportunities to work together to promote children's learning. Furthermore, when assessing children's development, she uses guidance, such as the Early Years Outcomes, to improve the accuracy of her assessments. The childminder has some ideas for continuous improvement, such as to extend the use of technology and arts and crafts within the home. She has enrolled on to further training to help her provide additional support for individual children in her care. This all demonstrates a capacity for continuous improvement. The childminder actively involves and seeks the views of parents when evaluating her practice through ongoing discussion and use of questionnaires.

Parents comment that they are very happy regarding the range of activities and outings children participate in and how happy their children are in her care. The childminder provides a flexible service to meet the needs of families. She respects their wishes regarding which toddler groups to attend to best suit the children's needs. The childminder shares lots of photographs and information with parents on children's individual next steps in their development. This promotes positive working arrangements. The childminder spends time speaking to other early years providers and looking at their assessments, so she can work with them to ensure children's needs are well met. The childminder is aware of her responsibilities to provide parents with a written progress

check for children aged between two and three years, at the appropriate time, so that parents can share this with other professionals. Her current assessment arrangements are good preparation for this.

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. 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	EY290155
Local authority	Herefordshire
Inspection number	877768
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13/01/2009
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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