

Inspection date	14/10/2014
Previous inspection date	06/01/2009

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		1
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 experienced childminder consistently motivates children to learn because she provides highly-stimulating activities that are tailored to their individual needs.
- There is a very strong emphasis on promoting children's language skills throughout all activities and routines. Therefore, children make rapid progress from their starting points.
- Children are self-assured and they form strong relationships with the childminder. They are very confident within her setting and in other environments, such as playgroups.
- The childminder has a good programme of professional development and effectively ensures she enhances her knowledge to continuously improve the quality of children's learning.
- There are successful relationships with parents who receive good support from the childminder, which contributes to the care and learning of the children.

It is not yet outstanding because

- The childminder does not routinely provide information during the daily two-way flow of conversation with parents about the planned activities, to enable parents to suggest ideas for their children's learning, based on what they know about their children.

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 checked evidence of the suitability and qualifications of persons living and working on the premises.
- The inspector observed activities and spoke with the childminder and children during the inspection.
- The inspector looked at a wide range of documents, including children's development records, children's files, policies and procedures.
- The inspector took account of the written feedback from parents.

Inspector

Adelaide Griffith

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in the Kingsbury area of Tamworth. The whole of the ground floor and the rear garden are used for childminding. The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 10 children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is 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 the two-way flow of information sharing with parents to include the activities planned to promote children's learning, so that parents can contribute their suggestions.

Inspection judgements

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

Children make rapid progress in their development because the childminder has an excellent understanding of how to promote their learning. She has an unhurried approach to children's play, joins in discreetly when they explore resources and asks questions or makes comments, which do not distract the children. They take time to examine toys and try to pull these apart and then fasten them together. Children remain engrossed in this exercise and keep on trying for a while, as they explore how things work. This means that they are developing some of the characteristics of effective learning during play. The experienced childminder very skilfully integrates all areas of learning into children's play and she expertly brings together a wide variety of words into activities. As a result, she provides a language-rich environment and children make remarkable progress in their listening, understanding and speaking. At a very young age children are able to express their preferences for activities and they invite the childminder to sit, so that she can read stories.

All experiences are enjoyable and rewarding because the childminder makes learning fun. She knows the children very well and brilliantly motivates them to learn by using favourite toys, to promote all aspects of development. During floor play with preferred vehicles, the childminder counts to three when children organise these in a straight line and they point as she repeats the numbers. This clearly shows that children are learning to develop early mathematical skills as part of their play routine. They repeat the names of colours when

the childminder picks up cars. This is a superb method to promote children's learning because they are extremely interested in vehicles. The childminder provides a wide variety of designs, such as diggers and buses, which children name correctly. As a result, they are gaining a good awareness of the world around them. The childminder has clear learning intentions when she plans activities. She observes what children do and where she needs to include challenge, such as messy play. Consequently, she provides painting activities and play with a variety of textures, including play dough. This means that children explore these and, in turn, they develop their sensory skills. Children have opportunities to develop their pre-writing skills because the childminder slowly demonstrates how to make tracks on the paper with car wheels. Children's play is considerably enhanced when the childminder purposefully provides a bowl of water so that they can splash while they clean their cars. These short bursts of activities are all concentrated around children's favourite resources and this means that they have fun and learn effortlessly.

The environment is extremely welcoming and highly stimulating due to a vast range of interesting resources. The innovative childminder has designated toy boxes with different types of resources. For instance, the transport box contains a wide variety of vehicles and associated books, so that children's play is reinforced with visual prompts in the books. This means that the childminder unmistakably extends children's learning by introducing new dimensions to activities. She has assembled story sacks, which parents are encouraged to take home. They are provided with books and puppets to illustrate stories, so that children's imaginations are considerably promoted. The childminder shares information about children's assessments regularly and parents comment positively on their children's progress, as reflected in the learning journals. The childminder uses the learning journals to record observations of children's skills and to track how children are developing from their starting points. These are initially discussed with parents at the outset during the settling-in phase. The childminder's planning for further learning is systematically linked to the next stage of development to move children on. However, the childminder misses opportunities to inform parents about the planning in advance, so that they have consistent opportunities to contribute their ideas. Nevertheless, she discusses many aspects of development with parents.

The childminder is well informed about the progress check for children between the ages of two and three years. She clearly values the contribution parents make before she completes a summary of the check. She has clear plans to include their views of their children's development when the check is due. Some children in the early years age group attend school full-time. The childminder has regular discussions with teachers about what children do. She works very closely with parents to promote aspects of children's development, such as their confidence. The childminder fully ensures that these children have opportunities to make their voices heard when they play with older children. She provides, within the wealth of resources, a wide range of dressing-up clothes, which they wear with great pleasure. Children act out parts in which they express their views and they learn to interact within the group of older children, who are present after school. Therefore, these younger children grow self-assured and this is particularly beneficial for their learning at school. The childminder provides immensely stimulating activities to meet children's individual needs. As a result, children make excellent progress from their starting points.

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

The childminder has a highly sensitive and caring attitude to children's well-being. She develops a close rapport with the children, who form very strong relationships and are happy in her care. The bonding experiences start at an early stage during the settling-in period because the childminder allows sufficient time for children to grow used to the environment in her home. When new children are due to start in her care the childminder competently prepares those who are already attending. She ensures they are present at a few settling-in sessions, so that the new children are gradually introduced. This means that children begin to accept the new children and are at ease when they attend permanently. The childminder is highly committed to developing children's self-confidence and does so by consistently praising them. She frequently offers choices during activities and routines and this means that children learn to develop their self-help skills. They demonstrate a natural curiosity when the childminder takes them to playgroups, as they confidently explore the environment. At the same time they check that she is within sight and regularly return to interact. Children are developing the skills they need for their future learning at a later stage. They join in with large group activities and play well with others.

Children are well behaved and they respond positively to guidance from the childminder. For instance, she gives gentle reminders about running indoors and to step down carefully into the playroom. Children appropriately follow instructions and, at the same time, they learn to keep safe within the premises. They gain a good understanding of road safety on the way to school. The childminder ensures children play outside regularly, resulting in opportunities for them to develop their skills, such as climbing and running. Children learn about healthy lifestyles because the childminder provides balanced meals and healthy snacks on a daily basis. She successfully encourages them to eat a wide variety of foods and she has discussions with parents about the range she provides. Children frequently drink water from their beakers, which are within reach and this means that they help themselves. Children are gaining a good awareness of how to maintain their personal hygiene because the childminder provides wipes to clean their hands as appropriate. A good balance is maintained between vigorous activities and rest periods because the childminder ensures children sleep during the day. Consequently, they are refreshed and energised for afternoon activities. All aspects of children's needs are addressed competently because the childminder has effective routines. She provides good quality care within a nurturing environment and this means children are happy.

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

The childminder has a good understanding of her role and responsibilities to protect children. She has policies and procedures, which she shares with parents so that they are clearly informed about her safeguarding responsibilities. The childminder carries out regular risk assessments to ensure children are kept safe on the premises and on outings. For instance, when they go to local venues the childminder carries out visual checks to

identify potential hazards. All records required for the smooth running of the setting are in place. These include records of suitability checks for adults living and working on the premises. The childminder is keen to improve her practice and she maintains her professional development by liaising with other childminders and by undertaking courses. For instance, the childminder has successfully completed courses that enhance her understanding of how to promote children's language skills. She also uses assessment tools to monitor their achievements, so that she can guide their development. She has developed a good understanding of schemas and uses the techniques to very effectively promote children's learning. As a result, children make significant progress in their development.

There are successful partnerships with parents who receive information regarding children's learning and care. Printed materials are displayed on the parents' board, including information about keeping children safe. The childminder has daily discussions about what children do in her care and she frequently encourages parents to continue with some activities. She clearly shares information about their development and progress. However, the childminder does not provide information about planned activities. Therefore, parents do not always contribute their ideas to maintain an active input before activities are delivered, based on what they know about their children. Parents write glowing accounts of the care and support they receive from the childminder. For instance, she has encouraged them to attend playgroups with herself, so that they can jointly observe and discuss children's social skills. Older children comment on the healthy food and the interesting range of resources she provides. Since the last inspection the childminder has made changes in the setting, including the improvement in risk assessments of the premises. This means that due regard is given to consistently maintain children's safety. There is collaboration with other professionals because the childminder regularly attends the local children's centre. Therefore, there are opportunities to talk with the professionals who are present. In turn, the childminder enhances her understanding of early years matters and this results in more effective learning and support for the children. There is good communication with other early years providers that some children attend. The childminder ensures she consistently shares information, to effectively support children's development.

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	EY296549
Local authority	Warwickshire
Inspection number	872967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	06/01/2009
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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