

Inspection date

Previous inspection date

08/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Good relationships with parents are established that facilitate partnership working.
- Detailed understanding of individual children and their capabilities allows the childminder to provide a suitable range of activities that provide extension and sufficient challenge.
- Children's health, safety and well-being is promoted effectively through everyday routines and procedures implemented within the setting.
- Secure attachments between the childminder and children attending have developed that enable children to feel safe, secure and comfortable within the setting.

It is not yet outstanding because

- The implementation and monitoring of the educational programme provided for children does not always ensure that all areas of learning are being routinely covered.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 living room and the kitchen/diner.
- The inspector discussed and asked questions to the childminder at appropriate times throughout the inspection to extend understanding of the service offered.
- The inspector reviewed a range of the childminders policies, procedures, photographs and records. This included, records used within learning and development for observation and assessment.

Inspector

Julie Preston

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and three teenage children in Meir, Stoke on Trent. The whole of the ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and a rabbit as pets.

The childminder is registered on the Early Years Register and on both the voluntary and

compulsory parts of the Childcare Register. There are currently, four children on roll who are within the early years age range and she also offers care for older school aged children.

What the setting needs to do to improve further

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

- review the implementation and monitoring of the educational programme provided for children to ensure that all areas of learning are being routinely covered.

Inspection judgements

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

Children enjoy the homely environment provided by the childminder who gets down to their level and actively engages in their play. She develops a good understanding of their capabilities through gradual settling in procedures and information acquired from parents in relation to individual routines, development and interests. This enables her to provide a range of play and learning experiences that children are interested in and provide suitable challenge.

The childminder makes effective use of space both inside and outside the home. She provides a range of resources that are freely accessible to children that are of a good quality and that reflect all areas of learning. These resources are rotated daily to provide variety and to maintain individual children's interest and enjoyment. For example, children present enjoyed making music with the instruments and using interactive toys to make a variety of different sounds. Effective partnerships with parents have been established and close attachments with children developed. This enables the childminder to work consistently with families as a whole to support individual children's care, learning and development. The childminder has developed a good understanding of the revised Early Years Foundation Stage and has begun its implementation within her observation, planning and assessment processes to ensure the individual needs of children are being suitably met.

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

Children are confident, secure and have warm relationships with the childminder. They have regular opportunities to socialise with other children as the childminder undertakes visits within the local community to attend a variety of groups. For example, she attends groups at local children's centres and also meets up regularly with other local childminders. Children's safety and well-being are addressed through the childminders good understanding of how to keep them safe and secure by implementing her range of

policies, procedures and records that support this. For example, she completes regular risk assessments, maintains her safeguarding policies and maintains security of her premises. She also encourages children to learn about road safety when walking in the local community and practises regular fire evacuation drills with children.

Children's behaviour is good and they are developing an understanding of the boundaries in place within the childminders home. Behaviour management is addressed in a positive way and the childminder works closely with parents for consistency. Children learn the importance of good hygiene and personal care through daily routines implemented. For example, children enjoy brushing their teeth after meals and washing their faces using their own personalised flannels. They benefit from regular physical activities both inside and outside the home and from the range of meals, snacks and drinks that supports a healthy lifestyle. Children's personal independence is suitably fostered as children enjoy selecting their own resources and make choices within routine activities.

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

The childminder has a clear understanding of the revised framework. She is committed to the ongoing requirements of registration and is continuing to develop her knowledge and expertise by attending regular training. For example, she has recently attended training on the revised framework. She effectively implements self-evaluation processes and reflects on the provision she offers to children who attend and seeks feedback from parents. She identifies areas to focus on and develop further within this process. A good range of policies and procedures are implemented within the setting that are regularly reviewed and updated to reflect any changes. For example, effective safeguarding policies and procedures are in place that include updated information from the local authority which means she has the correct information and contact details at hand if needed to ensure children's safety.

The childminder shares information with parents daily through ongoing verbal exchanges, texts and use of individual diaries for children to keep them well informed. Development records and information relating to planned activities are shared and effective systems implemented to support transition of children who move on to school settings. Systems in place for observation and assessment are implemented to reflect individual development bands and highlight progression children make during their time at the setting and identify next steps in learning. The childminder is committed to working in partnership with other providers and agencies when required to effectively support children. As a result, children are happy, settled, secure and making good progress in their individual learning and development.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY426291
Local authority	Stoke on Trent

Inspection number	801443
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	Not applicable
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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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