

Inspection date

09/05/2013

Previous inspection date

08/10/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop strong emotional bonds with the childminder who ensures clear routines are developed. This supports children's well-being and their ability to try new activities and learning experiences because their need for rest and refreshment, as well as play, is addressed.
- Children enjoy the homely atmosphere, they are confident to express their needs because the childminder promotes their communication and language skills well.
- The indoor environment is welcoming, well-organised and well-resourced. Similarly, the outdoor area is well-planned to provide a wide range of activities. Consequently, children play and learn in a stimulating environment and develop their independence.
- All requirements with regard to welfare and paperwork are in place and parents are informed of how the setting operates and what their children have been doing during the day. This ensures children's welfare needs are addressed and strong communication is developed with their parents.

It is not yet good because

- The childminder is not fully secure in her knowledge and understanding of how to promote children's learning through active teaching.
- Assessments of children's skills are not precise enough in the supplementary areas of learning and this impacts on the rigour of planning to ensure learning experiences always provide sufficient challenge.

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 main downstairs rooms.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of parents from information included in the settings own parent survey.
- The inspector took account of the provider's self-evaluation and improvement plan.

Inspector

Sarah Rhodes

Full Report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children, one aged 15 years and two who are young adults in a house in Meir, Stoke-on-Trent. The whole of the ground floor and the rear garden are used for childminding. The family has a dog and a rabbit as pets.

The childminder attends a number of toddler and childminding groups and activities at the local children's centre. She visits the shops and parks on a regular basis and collects children from the local schools and pre-schools. There are currently seven 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 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consolidate and expand the use of ongoing assessments and planning to ensure learning experiences provide sufficient challenge for children in the supplementary areas of learning.

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

- extend children's learning through further developing the use of the characteristics of effective teaching for creating and thinking critical by, for example, modelling being a thinker, supporting children to think of solutions to problems and reviewing how well their approach has worked.

Inspection judgements

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

The childminder has a developing knowledge of the learning and development requirements of the Early Years Foundation Stage, through attending training and following the advice provided by the local authority development workers. This supports her ability to provide a wide range of interesting activities that help to develop children's abilities and skills in readiness for the next stage in their learning, such as school. She

carefully plans the transition from home to the childminding setting through introductory visits where both children and parents become comfortable and confident in her abilities. She gathers information about the children's care routines and abilities from parents during these sessions. This means she can meet children's physical needs right from the start of the placement. She is less confident in her ability to observe children's development and link these with the document 'Development Matters in the Early Years Foundation Stage'. Currently, she only links her observations with the prime areas of learning, which means she is not clearly monitoring children's progress in all the supplementary areas of learning. She is less secure about using assessments and planning to identify next steps in children's learning in these areas, to guide the activities and challenges she provides. The childminder is also less confident in how she can promote older children's learning through active teaching, such as using the language of thinking and learning or helping children through sustained shared thinking, so they make connections between their experiences. However, some good practise was observed with younger children during the inspection, with the childminder modelling actions, using a commentary of what was happening to provide a rich verbal environment and supporting children to achieve a goal.

Parents have been shown their children's development records. Additionally, the use of a daily diary provides an opportunity for the childminder and the parents to develop a shared understanding of what the child needs to progress with next and how that is to be supported. The childminder encourages young children's comprehension and speech by using one sided conversations to provide a relevant and rich verbal environment. For example, she talks about routine events so children understand what is going to happen next. All children are encouraged to enjoy books and stories and have a wide range of ways to start to make marks, for example, with paint or in shaving foam. Older children are helped to use phonic sounds, which supports their preparation for the next stage in their learning and the move to school when the time comes. Children use their imagination to recreate everyday situations, for example, very young children enjoy 'talking to mummy' on a toy telephone. They also enjoy practising their self-care skills when starting to feed themselves at lunch time. All children are encouraged to express themselves and use their senses through the use of paint or tactile materials, such as sand, and make music using drums or homemade shakers. Children's understanding of volume, shape and size is developed through activities with ready access to shape sorters and construction blocks. The garden has been designed to allow play in a range of weather conditions with the addition summer houses and hard landscaping. Growing plants also helps children develop their understanding of nature and the passing of time.

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

The childminder builds strong relationships with the children and gets to know them very well. She responds quickly to their emotional and physical needs and this produces a bond which allows children to settle, try new experiences and develop their abilities. The childminder has also introduced clear routines, which means even very young children understand about mealtimes and rest times. Consequently, children's physical

requirements for food and rest are addressed and this allows them to be ready for active play and learning. The meals are provided in conjunction with parent's wishes and include a range of fruits and vegetables. The childminder supports parents when they are introducing mixed diets to young children and encourages the consumption of water or milk throughout the day. Children are encouraged to regularly use the garden, which has a wide range of equipment and they visit local parks to use larger open spaces and climbing equipment. They are, therefore, well-supported to develop an understanding of the importance of a balanced diet and exercise in the fresh air. The play space inside the home promotes children's independence well. The children start to manage their own care needs, for example, by feeding themselves or by selecting activities.

The childminder manages the children's behaviour in a positive way, praising the children, using distraction and helping them learn to negotiate with one another. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour. Children start to understand about safety issues as they take part in emergency evacuation practises and have safety issues explained to them, such as how to safely move from the house to the car. Close links with the local community provide opportunities for children to meet up with larger groups and develop their social skills in preparation for the transition to school, for example, by attending childminding groups at the local children's centre.

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

Since the last inspection the childminder has reflected on her provision to see how she can make activities and the general organisation better for the children she cares for. For example, she has made major alterations to the building and outside play space to enhance her ability to supervise children and provide spaces which support a wide range of activities for them to enjoy. Ofsted set some notices to improve following a visit to discuss some concerns that had been raised. Following this the childminder has enhanced the information given to parents about her policies, routines, and their child's day with her, including any incidents or accidents that may occur, and any medication she gives to children. She gathers more robust information from parents about children's routines. The childminder has also reviewed her complaints policy and how she maintains confidentiality. She has partly addressed the recommendation made at the last inspection and now monitors that the prime areas of learning are being fully covered in the learning experiences she provides. She welcomes the input of the local authority development worker as a source of good practice guidance and exchanges best practice ideas in the local childminding groups. This ensures a continuing, steady improvement of her provision. She is also developing plans for how she will record children's progress for the progress check at age two.

Children are safeguarded appropriately. The childminder has a satisfactory understanding of the signs that may cause her concern. She is confident in her ability to obtain professional advice on child protection issues to ensure children have appropriate interventions to protect them should the need ever arise. She undertakes risk assessments

for the home and outings and is aware of the supervision requirements of children, both when inside, and on trips off site. The building and garden are safe and secure. Clear implementation of medication and accident procedures ensure children receive appropriate care. This helps to ensure children are protected from harm.

The childminder builds good partnerships with parents. Good communication is developed through talking with parents each day and providing a daily diary which sets out children's care needs, such as nappy changes, as well as the activities they have enjoyed taking part in. Parents can also see what their child has been doing, almost instantly, as the childminder posts photographs of activities on a secure web page which only current parents can access. Parents are encouraged to provide information about their child, which helps the childminder ensure continuity in the children's care between the home and the setting. For example, whether they think their child may be tired and in need of a rest. Written policies are shared with all parents, which gives them a further insight into how their child's care is organised. The childminder is aware of the need to develop links with other providers of the Early Years Foundation Stage who may also care for the children. She gathers information about activities they have undertaken at the other setting so she can expand upon them when the children are with her.

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	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 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 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	905363
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	08/10/2012
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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