

Inspection date	14/01/2013
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 enjoy attending this homely environment where they form good relationships with the childminder and her family. They make good progress through enjoying an extensive range of resources, activities and outings with encouragement from the childminder.
- Children thrive from good opportunities and time spent in the natural environment, exploring through woods, collecting pinecones and splashing in puddles. Consequently, children benefit from fresh air and learning the importance of healthy living.
- The childminder is well organised and offers a flexible, professional service. She provides parents with good quality information about their children's care and achievements. As a result, children's learning, development and care is consistently supported at home and in the setting.

It is not yet outstanding because

- Opportunities for babies to use all their senses and explore different textures and natural everyday objects is limited.

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 throughout the downstairs rooms.
- The inspector held discussions with the childminder when appropriate.
- The inspector looked at a sample of children's records.
- The inspector checked evidence of suitability and qualifications of the childminder.
- 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 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may on occasions work with her husband who is also a registered childminder. She lives with her husband and their children aged nine and four years in a house in Barnards Green, Malvern, Worcestershire. Her older step-children may occasionally be present. The whole of the property is used for childminding purposes, with toilet facilities downstairs. There is an enclosed rear garden

used for outdoor play. The family has a dog as a pet.

The childminder attends a toddler group and activities at the local children's centre, library and theatre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently four children on roll, of whom one is within the early years age group. Children attend for a variety of sessions. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- extend the opportunities for babies to investigate different textures, for example, by providing a treasure basket with a range of natural everyday objects and extending the range of sensory play experiences to excite and encourage the interest of babies
- further develop the practice of self-evaluation and identify clear priorities for ongoing improvement to the quality of the learning environment.

Inspection judgements

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

Children enjoy attending this friendly and welcoming home with an extensive range of activities and visits to groups and outings. Babies are happy as they spend time easily accessing a variety of toys to develop their independence and meet their preferences from a young age. Babies enjoy making music and with encouragement they learn to play the xylophone. Babies get excited and thrive from the positive interaction from the childminder, for example, as she gets on the floor alongside them on their tummies playing peek a book and tickling games. The childminder observes what children like to do from a young age and plans activities to meet their interests, such as going to see a favourite character at the theatre. She has a good knowledge of their abilities through initial and ongoing assessments and identifies children's next steps in their learning to ensure they make good individual progress.

Children develop their imaginations very well as role play is encouraged, all ages enjoy dressing up and acting out stories. Older children also like to spend time singing, dancing and putting on shows. Children get engrossed in role play as they play with dolls, ironing

clothes and making dens. Children develop their creative skills as they have opportunities for drawing, painting, modelling and sticking. Babies are included in creative activities, such as hand printing. Children feel valued as their work is displayed, for example, when they used the computer to print out flags and pictures of the Olympic athletes. Children enjoy pushing vehicles through 'gloop' as they make tracks and play in the sand. However, there is further scope for babies to be included in sensory play and explore different textures of natural and everyday objects. The childminder has an extensive range of baby toys and they respond well as the childminder encourages them to feel different textures in baby books. The childminder also makes good use of stories and discussion to help children learn about diversity and new experiences, such as starting school, which helps to prepare them for later life.

Children develop their language skills as the childminder talks about what they are doing and through repetition they learn new words and expressions, such as when babies point to parts of her face. Children are happy and contented to play, showing good concentration as the childminder supports children in games, such as alphabet jigsaw and number games. The childminder extends children knowledge of mathematics through every day routines and play, in particular when counting stairs and the colours of the stacking beakers. Older children enjoy spending time measuring as they bake cakes and develop a sense of achievement.

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

The childminder prioritises the importance of children accessing the fresh air and learning about the natural environment. Children thrive from a wealth of outdoor experiences as they spend time exploring nature on the local common and doing quizzes at local historic properties and in the grounds. They take pleasure from collecting the most interesting sticks on walks and these are valued as they are saved in what is called the 'stick pot'. Older children develop skills, such as willow weaving as they make models and plaits. Young children also develop their physical skills as they visit parks, play in the garden and attend a movement class, where they also learn about the benefits of exercise in a fun way. Babies progress in their physical skills through good resources, such as playing a game of different knobs to pull to develop their grip.

The childminder provides healthy snacks and children learn about healthy eating in a fun manner. For example, they make faces out of fruit and salad and make healthy smoothies. Young children learn about the importance of hand washing with a poster and a rhyme about germs. Books about going to the dentist also support children to look after their bodies. The childminder also makes good use of stories and discussion to help children learn about diversity and new experiences, such as starting school this helps prepare children ready for school. Children learn to keep themselves safe as they use books and television programmes to discuss issues, such as meeting strangers. They feel safe as they have good relationships with the childminder and older children talk about their time at school.

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

The childminder has a good knowledge of safeguarding through undertaking additional up-to-date training and has detailed procedures in place should she become concerned about a child's welfare. She is conscientious to ensure children are cared for in a safe environment with the use of cupboard locks, practising fire drills, detailed risk assessments and the use of high visibility jackets and reins when children are on outings. Good quality resources are clean and stored in an organised manner to ensure a safe and stimulating environment. Child ratios are met at all times and they are well supervised. The childminder has thought through emergency procedures and has appropriate documentation and procedures in place to ensure children health and care needs are well met.

The childminder is undertaking additional training in early years to improve her knowledge and understanding of child care practice. She acts upon the advice of early years professionals and intends to complete regular formal assessments. The childminder has begun to reflect on her practice and makes changes to the service she offers, such as providing an additional play room for older children after school. She regularly purchases resources to meet the needs of the children she cares for, such as a rotating musical ball designed to help babies crawl. The childminder is keen to improve her practice and has some ideas, such as baby signing, however, there is scope for these to be more clearly identified to ensure she continues to develop the learning environment. She seeks the views of parents through discussion and use of questionnaires. Parents comment on the excellent provision and how much their children enjoy attending.

The childminder is friendly and spends time getting to know parent's views and the routines children have at home. She respects their wishes and ensures consistency of care, especially in regard to meal times and sleeping patterns with comforters and a musical sleeping aid from home. As a result, babies individual needs are very well met. Parents are very well informed of their child's care the childminder provides, for instance, through discussion, a daily diary, photographs and their own copies of detailed policies. The childminder undertakes an initial assessment and through a 'learning journey' book she assesses children's progress and identifies their next step in their learning and development. The childminder regularly shares these books and encourages parents to contribute as they work well together to promote children reaching their full potential. The childminder has a good understanding of the importance of working with other early years providers and professionals when appropriate.

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	EY427115
Local authority	Worcestershire

Inspection number	776607
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	19/01/2012
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 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.

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