

Inspection date

Previous inspection date

21/03/2013

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

- Children feel safe and secure due to the close bonds they form with the childminder. This means they are comfortable, confident and motivated to learn.
- The childminder is sensitive and attentive to all children's needs. Activities and resources ensure that children can follow their interests and they approach all that they do with enthusiasm. They thrive in a stimulating and vibrant environment which invites them to play and explore.
- Children enjoy the outdoor environment and the different learning opportunities it provides. They are skilful in using various wheeled toys, developing control and coordination as they stop, start and avoid obstacles.
- The childminder is very committed to improving her service. She regularly reviews and then revises what she does so that children's care, learning and development are continually enhanced.

It is not yet outstanding because

- There is scope to increase the range of dressing-up clothes and materials available to further develop children's rich imaginations.
- Children have limited opportunities to see their own reflection and talk about what they see, for example, mirrors are not placed at their level, to further develop their very good levels of self-awareness.

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 looked at documentation including safeguarding, risk assessments and children's records.
- The inspector had discussions with the childminder.
- The inspector observed activities and engaged with the children.
- The inspector observed children having lunch.
- The inspector looked at children's development records and discussed children's progress with the childminder.

Inspector

Sally Smith

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and children aged six and two years in a house in Polesworth, Tamworth. All of the house and the rear garden is used for childminding.

The childminder attends local community 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 three children on roll who are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, 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:

- develop further opportunities for young children to develop a sense of self and talk about what they see, for example, by placing mirrors where they can see their own reflection
- increase the range of dressing-up clothes and materials available, such as hats, cloaks and bags, so that children can stimulate their imaginations.

Inspection judgements

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

The childminder has a very secure knowledge of the revised Statutory Framework for the Early Years Foundation Stage in order to guide, challenge and support children's learning. She talks to parents about children's needs, routines and stages of development, which helps her in establishing children's starting points. This, combined with her own observations, means she knows the children well. It enables her to provide a broad educational programme which helps to promote children's learning through play. She ensures that planning is dynamic and always specifically tailored to all the children's individual needs. There is a good balance between child-chosen and adult-led activities, and indoor and outdoor activities.

Teaching is good so children achieve well. The success in building children's self-esteem and well-being is evident through much of the childminder's engagement, encouragement

and fostering of their independence and responsibility. They grow in confidence and they have an enthusiastic approach in all that they do. The relationship between the childminder and children is very positive and, as a result, children are keen to learn and follow instructions well. Pertinent, thoughtful questions develop children's language and thinking skills, opening up new avenues to explore. For example, children are asked how they might make red paint, pink. After careful consideration, they decide that 'white will get all the red out'. They are encouraged to see what happens when they test their idea. They take care and inform the childminder that they, 'are mixing it round and round'. After several minutes they excitedly observe 'look the red and the white has disappeared, it's pink'. This helps to develop their exploratory and investigative skills.

The childminder introduces new sounds and vocabulary during children's play. She uses and repeats single words with younger children so that they can gradually link the word to its meaning or context. For example, while reading a story, a young child points to a picture and says 'moo'. The childminder says 'yes, the cow goes moo'. Children's language development is further stimulated through productive role play. For example, they pretend to be doctors and nurses in hospitals or make tea for their dolls and the childminder. She uses these spontaneous opportunities well to extend children's speech and to ask them about what they are doing. There are some dressing-up clothes available, such as ready-made character costumes for children to engage in pretend play. However, resources, such as old handbags, hats, cloaks and pieces of material, are not freely available so that children can improvise and fully stimulate their imagination and creativity.

Outdoor facilities ensure that children's physical and creative skills are developed well. Children run around, ride vehicles and balance on scooters, carefully using their chosen foot, to propel themselves along. They demonstrate control and coordination as they stop, start and manoeuvre their vehicles to avoid obstacles. This helps in developing their balance and strength effectively. Children make connections with exercise and health stating 'we have run around and had fresh air'. Children develop small motor skills equally well as they are confident in using scissors safely to cut, and to stick and paste their collages.

Children are offered numerous play opportunities and activities that support them in developing an understanding of diversity and other ways of life. For example, they are made aware of different cultural celebrations and religious events. For Diwali they make diva lamps out of salt-dough, learning how to carefully roll, manipulate and shape the dough, before decorating these with paint and glitter. Their senses are further heightened as they cook rice, taking in the aroma as they add different spices, such as paprika and turmeric. Once cooked, they taste the rice along with other festive food. For Chinese New Year, they make a book of their experiences and this is available in the book area for them to recall, remember and talk about the celebration at any time. This helps in raising their awareness of the diverse world in which they live.

The childminder uses everyday routines and their walk home from school, to help children recognise numbers and shapes, and they are encouraged to use correct mathematical language. They look at numbers on houses and in books and use songs and rhymes to count forward and back. An older child observes that the number four is shaped like a triangle. The childminder is keen to develop children's self-confidence and self-awareness

and playful games, such as finding their eyes, nose and mouth, helps to promote this. However, there are few resources, such as mirrors, for babies and young children to see their own reflection and enable the childminder to talk about what they see. This lessens opportunities for children to develop a sense of themselves and learn that they are different from others.

The childminder shares information with parents to show what children have been doing at the setting. She also provides parents with frequent opportunities to discuss learning moments that have occurred at home. The childminder listens to their suggestions for any general areas of development they wish the childminder to focus on. This means that parents are actively involved in children's learning.

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

Children learn in a nurturing environment where they receive very good care. A very welcoming approach makes sure that they settle quickly. The home provides a stimulating and welcoming environment where children feel safe and secure. Children form warm and secure relationships with the childminder and are totally at ease in her presence. Settling-in takes as long as necessary, dependent on the individual child. This helps to reduce their anxieties as they become accustomed to their surroundings. Information is regularly obtained and shared with parents regarding children's care, learning and development. The childminder uses this effectively to plan routines and provide activities that she knows children will enjoy. This ensures that transitions between the children's homes and the setting are smooth.

Good use is made of all the available space and children move around freely. The rooms are very child-centred with children's artwork attractively displayed, which helps provide them with a sense of belonging. Access to a wide range of resources means that children can choose what to do and persevere well with the task they have chosen. Baskets with different textures and materials encourage young children to explore and develop their senses as they feel what is inside. Older children opt to listen to music and select various musical instruments to play. When they are finished, they are encouraged to tidy away, developing an understanding of respecting and taking care of their toys. The childminder is a positive role model. She is supportive of the children in her care, so that they learn to share, take turns and show consideration and respect for others. The childminder regularly praises children for their efforts and achievements, helping to develop their confidence and self-esteem.

Children are encouraged to be independent and to try things out for themselves. They fetch their coats and shoes from the basket and older children get themselves ready, before going to play and learn outdoors. Meal times provide additional opportunities for children to develop their personal and social skills. They select their own placemat, younger children recognising the picture on the front, while older children are beginning to recognise their name. They use cutlery competently and as their hand and eye coordination improves, they proudly make the transfer from beaker to cup, taking great care not to spill their drink.

The childminder provides healthy snacks and meals for children. They eat their food with gusto, one child tucking into his fish and commenting that 'this is yummy'. Children sit together at the table so that meal times are sociable occasions and time is taken to savour their food. Children demonstrate their understanding of good hygiene routines as they listen to a story before they have a sleep. They observe that the animal's teeth are nice and shiny and make comparisons to their own routines, stating that, 'when we wake up, we will brush our teeth so we will have shiny teeth too'.

Children move around the room safely and handle the equipment they use with care. Through everyday play and routines, they learn how to use knives correctly, for example, chopping real fruit and vegetables in the role-play area. They are aware of the fire evacuation procedures as these are practised regularly. Children are keen to share what they know about fire safety, telling the inspector that they, 'line up outside the house' and 'dial 999 for the fire engine'. They know that they must listen to the childminder and exit the house quickly. This promotes their safety awareness and helps to develop skills for the future.

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

The childminder has a wealth of experience regarding child protection, having worked in, and managed various early years settings. As a result, her safeguarding knowledge is robust. She is aware of the signs to alert her to any child protection concerns and to whom these should be reported. She is fully aware of the importance of dealing with these promptly. A written policy is in place to underpin effective practice. This includes the use of mobile phones and cameras within her home and procedures to be followed should any allegations be made about herself or other adults in the household. This ensures children's safety is fully protected. The childminder carries out effective risk assessments and supervises children closely, which further promotes their welfare. She has a comprehensive range of policies and procedures in place to ensure that children's well-being is promoted at all times. Good communication with parents also enables the childminder to meet children's welfare needs well. She obtains all the necessary information from parents so that she can give children the care they need to flourish.

The childminder demonstrates a secure understanding of the learning and development requirements. She manages the monitoring of the educational programmes well, identifying any gaps in children's achievements and planning appropriate next steps for their learning. Parents are encouraged to share what they know about their child and contribute to their learning record when they choose. Effective collaboration is established with other early years settings that children attend. For example, the childminder attends a support group at the local children's centre and the coordinator and childminders work together closely. They share planning, evaluate children's learning and identify their next steps to ensure that learning is consistent and transitions are seamless. This means children make good progress and acquire the necessary skills across all areas of learning.

The childminder is committed to developing professionally and increasing her knowledge in all areas of her work. She has an organised and professional approach to her business.

She is a qualified nursery nurse and holds a level 3 early years qualification and a relevant foundation degree. She has many years experience of working in a variety of settings and continues to have a positive attitude towards further training and development. She is currently working towards becoming an accredited childminder. As part of this process, she works closely with the local authority and is completing a portfolio, showing evidence of good practice, areas for improvement and training needs. She observes children closely to identify what they like and enjoy and how this can be further enhanced. For example, she notes that younger children enjoy pulling wet-wipes out of a tub. Plans are afoot to develop this, by making a tub where children can pull different coloured ribbons out of the slit at the top. These ideas and observations regarding her practice, ensures that she continues on an upward trajectory and improves outcomes for all children in her care.

The childminder develops sound relationships with other early years settings involved in supporting children's care and education. Very positive links with the local school ensures that children's learning is further consolidated while they are in the childminder's care. For example, they are currently completing a maths challenge and looking at where they can see patterns. The childminder encourages children to talk about what they can see on their walk home from school as well as in the home, such as patterns on cushions and bedding. Children design their own Easter egg and discuss the various patterns they make. This helps to make the transition between both settings, run smoothly.

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	EY450597
Local authority	Warwickshire
Inspection number	886193
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	3
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, 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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