

Inspection date

Previous inspection date

20/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- The welcoming spaces promote children's sense of belonging and a suitable range of resources keeps them happy and engaged.
- The childminder provides a caring environment where appropriate bonds and secure emotional attachments are formed.
- The childminder works well with parents to ensure children's individual care needs and routines are effectively met.

It is not yet good because

- Regular and precise assessments are not always used effectively to plan suitably challenging activities to fully promote children's overall learning.
- Strengths and weaknesses in current practice are not clearly identified and planning for improvement is not accurately targeted to improve the provision for children.
- The childminder does not fully involve parents in their children's progress in the setting and at home by regularly sharing relevant learning and development information.

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 within the childminder's home.
- The inspector spoke with the childminder and children at appropriate times throughout the observations.
- The inspector looked at documentation including children's records, and a selection of policies and procedures.
- The inspector also considered the views of parents taken from written references provided for the inspection.

Inspector

Lucy Showell

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and two children aged two and 10 years in a house in Worcester. The whole of the property and the rear garden is used for childminding. The family has two goldfish and a dog as pets. The childminder attends local groups and collects children from the local schools.

There is currently one child on roll who is in the early years age group and attends 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 meet the requirements of the Early Years Foundation Stage the provider must:

- promote the learning and development of all children by using accurate assessments more effectively to identify what children need to learn next and plan challenging learning experiences that fully support children's overall progress.

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

- use self-evaluation more effectively to clearly target areas for improvement that will enhance the provision and outcomes for children, and develop methods for ensuring any changes are successfully implemented
- provide further opportunities for the sharing of information with parents so that they can become more involved in helping the progression of their child's learning and development in the setting and at home.

Inspection judgements

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

The childminder is establishing a secure knowledge and understanding of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage. She is becoming more aware of children's development because she recognises that they learn and develop at different rates. The childminder uses supporting documentation, such as Development Matters in the Early Years Foundation Stage, well.

This is in order to help her to identify some good progress the children are making in prime and specific areas of learning appropriate to their age. However, she does not regularly assess how well children's learning and development is supported in the activities she provides. As a result, some activities lack sufficient challenge to help children reach their full potential.

The childminder is developing sound relationships with parents and carers. She gathers initial information about children's care needs and some detail with regard to starting points and interests. The childminder uses this information to good effect to help the children settle because she knows what the children are able to do and enjoy. She records information regarding children's care routines and daily events and shares this effectively with parents. However, additional information is not always shared with parents on an ongoing basis, such as further ideas for activities, in order to involve parents more in their children's learning and development at the setting and help them to continue this at home. The childminder has obtained relevant information to help her to conduct the progress checks to be completed for children aged between two and three years. She understands the purpose of these, and is currently developing methods to help her write the summaries to share with parents and other professionals as appropriate in order to identify the development levels and needs of the individual children.

Children are happy, content and enjoy attending this welcoming setting. Observations during the inspection show that children are making sufficient progress in line with a typical range of development. This is because they enjoy a variety of play opportunities planned around their individual interests and play preferences. Children are confident in the childminder's home and show good levels of independence for their ages and stages of development. There is lots of laughter and the childminder interacts well to ensure all children are having fun. The childminder communicates effectively with children asking questions and responds well by giving plenty of praise and encouragement. She supports their development and language skills well by noticing the sounds that children make and uses a lively voice and repeated sounds to help children explore and imitate new words.

Children are engaged in activities and encouraged to choose from a good selection of resources which are easily accessible. For example, there is a good range of open storage from which even young children are able to choose their favourites. They select different activity toys, pressing buttons and turning dials and waiting for a response. They place objects in and out of shape sorters and enjoy the sensory experience of painting and gluing. The childminder encourages children to become more aware of one another through good opportunities to share, take turns and join in games together. They attend local groups and enjoy outings with other childminders and their children which helps to promote children's social skills and increase their awareness of the world around them. As a result, children are developing some good knowledge and skills to help promote their readiness for their next stages of learning and eventual move into other settings or school.

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

Children are developing warm relationships and secure bonds with the childminder, turning to her for reassurance and comfort when they are tired. The childminder is a good

role model and her use of consistent strategies and age and stage appropriate explanations provide children with a clear understanding of acceptable behaviour. Children learn through gentle reminders during play, and distraction techniques promote sharing and taking turns with favourite resources. They are encouraged to choose from a reasonable selection of resources which are easily accessible. The childminder ensures these are safe and suitable as she sets them out ready for the children before they arrive. This helps children to become more at home in their surroundings, raises their sense of security, and helps them to settle in quickly.

Children's care needs are met well. This is because relevant information is gathered from parents at the start of each day and the childminder considers individual routines and plans activities around this. For example, the childminder provides quiet activities to promote a calm environment which helps the children to sleep at appropriate times. Children are developing some good self-care skills as they access suitable drinks and have a go at feeding themselves at meal times. This helps them to be more aware of their own needs and encourages them to make some healthy choices. The childminder provides a suitable range of meals which are quick to prepare so that she can still interact with and supervise children well. There are some good opportunities for children to benefit from fresh air and exercise. For example, they enjoy taking the dog for a walk and feeding the ducks on the canal, which the childminder uses as a simple opportunity to remind them about safety around water. In the garden, there is space to explore different ways of moving their bodies through crawling in tunnels and into tents. For children who are learning to walk, the childminder provides a range of walkers to push along and plays games, such as 'peek-a-boo' as they cruise around the furniture.

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

The childminder has a sound knowledge of child protection issues and understands the procedures to follow in the event of a concern about a child in her care. All required documentation and parental consents are in place and stored appropriately to ensure confidentiality. The childminder is conscious of the need to ensure that the environment in which children play is safe. She checks the toys and equipment and supervises the children effectively as they play. Access to the premises is monitored and the identity of any visitors is checked before entry.

The childminder is an experienced child carer and over the years of being in practice has grown in confidence. She has gained a level 3 qualification, actively seeks advice and guidance from other professionals and attends training events which are of interest and as required. She is beginning to consider systems for monitoring and evaluating her provision. However, self-evaluation is not well established. This means that strengths and weaknesses are not clearly targeted at driving improvement and supporting children's achievements over time, and there is no effective method of ensuring any changes are successfully implemented, for example, through an action plan.

The childminder has established some links with the local school that older children attend. These ongoing communications help to support children's continuity of care and

learning. There are currently no children on roll or who have special educational needs and/or disabilities or who speak English as an additional language. However, the childminder understands how important sharing information with other professionals is to ensure children can receive consistent and complementary experiences. She provides suitable activities and resources, such as play people and varied books, to promote children's knowledge of different cultures, backgrounds and abilities. This ensures that all children are included and that they and their diversity are valued.

The childminder is establishing good links with parents through gathering useful information about children's routines, likes and dislikes. She follows the patterns set by parents with regard to sleep, feeding and behaviour. Parents contribute their views through discussions and have provided written references to show their appreciation. For example, some quotes given include, 'my childminder ensures that my child is happy and keeps me updated with daily reports...', 'my child has settled in extremely well and enjoys her days with the childminder. I am particularly impressed by the wide variety of activities my child does each day...', 'I am so grateful that I have a childminder who treats my child like family and gives her a happy, fun atmosphere to grow and learn'.

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	EY451827
Local authority	Worcestershire
Inspection number	885614
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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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