

Inspection date

Previous inspection date

08/02/2013

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

- Children have access to variety of toys and resources which are effectively organised to enable them to make choices about their play. This helps develop their independence.
- Children enjoy opportunities to explore musical, pop-up and programmable toys which encourage them to understand how things work.
- Children are happy and settled and enjoy involving the childminder in their play. As a result, they benefit from the individual attention, which helps them to feel secure.

It is not yet good because

- Risk assessments are not entirely robust to ensure all hazards within the home are identified and minimised; this particularly refers to low-level electrical leads, such as the telephone, sleep monitors and the fridge.
- Information gathered about children's learning and development is not consistently used to plan the next steps in their learning to ensure they make best progress.
- The system for self-evaluation is not always used effectively to involve parents and children in helping to identify strengths and weaknesses or set challenging targets for improvement to the setting.

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 spoke with the childminder throughout the inspection and interacted with the children.
- The inspector conducted a tour of the premises during the inspection.
- The inspector observed children during their play in both the playroom and living room.
- The inspector looked at a selection of policies and procedures, the childminder's self-evaluation and children's learning records.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a bungalow with her husband and seven-year-old child in Worcester. Children have access to most of the space within the home, with the exception of the master bedroom and utility room. There is an enclosed garden available for outdoor play.

The childminder visits the shops and park on a regular basis. She is able to collect children from the local schools and pre-schools. There are currently seven children on roll, two of whom are within the early years age group. All of the children attend on a part-time basis. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- take reasonable steps to ensure the safety of children on the premises, in the case of some low-level electrical leads, by ensuring that they are made safe or inaccessible to children
- improve the planning of activities by using the completed observations and assessments of what children can do to identify their next individual learning steps to ensure they continue to make best progress.

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

- devise and implement a thorough self-evaluation process, which includes the views of parents and children and strengthens the links between identified priorities and plans for improvement that supports children's achievements over time.

Inspection judgements

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

Children happily make choices about their play and the childminder supports them appropriately as she sits with them as they play with floor toys. As a result, children enjoy the warm, positive interaction and individual attention which helps to promote their personal, social and emotional development. Children happily explore musical and programmable toys and listen with interest as they turn knobs and tap levers on the robot to see what happens next. They particularly enjoy playing with the garage and watch with great interest as the traffic lights change colour and the barriers lift, allowing them to push the cars down the ramp. The childminder continually talks to them about what they are doing. She develops their communication and language skills by repeating words that they say and asks simple questions to make them think. For example, she asks the children what the green light means and what must the cars do when the lights change to red. Children develop their recognition of colour as they point out each of the traffic lights and are beginning to count in sequence as the childminder encourages them to count the cars.

Children have access to a variety of books and enjoy sharing the experience with the childminder. She encourages them to point to parts of their body in diagrams and posters which are displayed around the playroom and praises them for their efforts. Children are encouraged to use their imagination during craft activities, such as baking, painting and collage, and they enjoy taking their pictures and cakes home to share with their families. They engage in conversations with the childminder about other people's differing needs and requirements, and she talks to them about their backgrounds, cultures and differing abilities. This helps raise children awareness of the world that they live in. Children benefit from a range of activities outside the setting. They go for walks to the park to feed the ducks, watch animals grazing in the fields, visit the library and attend toddler groups. These opportunities encourage children's social skills and their understanding of the natural world, and help prepare them for the next steps in their learning.

The childminder has an appropriate knowledge of the prime and specific areas of learning. She has suitable systems to identify children's starting points and obtains useful information from parents during settling-in time to enable her to meet children's interests and preferences. She plans a mix of adult-led and child initiated activities to ensure children have fun, and she observes them as they play. However, the monitoring of the planning is not always effective and sometimes leads to a lack of challenge in the activities provided. The childminder uses an individual learning journey diary which she shares with parents to keep them informed of their child's activities and progress. She values the views of parents in this process to make sure each child achieves and actively supports parents to learn with their children at home. She has discussed the progress check at age two with parents and has started to implement a system to enable her to complete this appropriately.

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

Children respond positively to the childminder and are secure and happy in her care. They move freely around the areas available to them and show no concern when strangers are present. They behave well, know what is expected of them and understand the need to share the toys and to be kind to each other. The childminder is calm, consistent and polite, and the children follow her example. They respond with enthusiasm to requests from the childminder for help in tidying up some of the activities before choosing others to play with, and the childminder praises them for their efforts. This helps children develop confidence and self-esteem. Children benefit from a playroom which appeals to them and the childminder regularly rotates the toys and resources to ensure that they remain interested. They have access to range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

Children learn about keeping safe when walking outdoors and the childminder reminds them about road safety. For example, she explains to them to stop at the kerb and to look and listen for traffic. They learn about fire safety and know the procedure for evacuation in an emergency because the childminder practises this with them. Children are familiar with the hygiene routines and know to wash their hands before eating and after toileting. Children learn about healthy eating through discussion and planned activities. They are

provided with a variety of nutritious snacks and meals and are encouraged to eat meals together at the table, promoting good quality social interaction. Children's individual dietary requirements are established during settling-in time and the childminder ensures these are met. Children get plenty of robust physical exercise. They use a range of outdoor toys and resources and have lots of fun bouncing up and down on the indoor musical horse and rocking backwards and forwards on the large caterpillar. These opportunities help support children's overall physical well-being and develop their social skills in preparation for later transitions to nursery and school.

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

The childminder demonstrates an appropriate knowledge of safeguarding issues and her responsibilities to protect the children in her care. She has attended training and keeps a list of appropriate contact numbers to use, should she need to refer any concerns. The childminder carries out both visual and written risk assessments on her home. However, some electrical leads pose a potential risk to children's safety because of their ease of access.

The childminder has an appropriate awareness of the learning and development requirements and demonstrates a commitment to continuous improvement. She recognises there is capacity for improving the systems for observational assessments and has begun to evaluate her practice. She has attended all of the required training courses to develop her knowledge and understanding of her childminding role and has systems for self-evaluation. However, there is scope to further develop self-evaluation, in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting, in order to identify all strengths and areas for improvement.

The childminder works in partnership with parents and regularly shares information about their child's care routines, activities and achievements. A number of policies and procedures are made available and these keep parents informed about the setting. The childminder is aware of the importance of working in partnership with other early years providers. She has established links with the local school and nursery in order to complement children's care, learning and development.

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. 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	EY451867
Local authority	Worcestershire
Inspection number	880073

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

