

Inspection date

Previous inspection date

15/03/2013

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

- Children are supported to acquire the skills and capacity to develop and learn effectively as they access a wide range of resources, make choices and take decisions in their learning.
- Children are building attachments and bonds with the childminder and her family, developing a sense of belonging which promotes their well-being and independence in a safe and child-friendly environment.
- The childminder works effectively in partnership with parents to promote a consistent approach to some aspects of children's routines such as broadening their dietary experiences and moderating their behaviour. This supports the development of children's health and their self-esteem.

It is not yet good because

- Links with other early years settings that children attend are not fully established. Consequently, continuity and consistency of care and learning is not yet fully assured.
- Observation, assessment and planning are not yet done in sufficient depth to fully inform next steps and ensure that children can make good progress.
- Self-evaluation is in its infancy and is not yet rigorous enough to identify a wider range of areas for improvement and does not fully include the views of the children or parents.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder and children.
- The inspector spoke with a parent on the day of inspection and took account of written comments from parents in children's developmental records.
- The inspector undertook a safety check on the premises.
- The inspector looked at children's assessment records and a range of policies and record keeping procedures.

Inspector

Patricia Webb

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 one child aged 19 months in the village of Penkridge, near Stafford. The whole of the ground floor is used for childminding with toilet facilities on the first floor. There is a fully enclosed rear garden for outdoor play.

The childminder visits the shops and park on a regular basis and some commercial play venues. She collects children from the local schools and pre-schools.

There are currently three children on roll; one of whom is in the early years age group and attends after school sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- improve partnerships working with other Early Years settings that children attend to ensure that they can benefit from continuity and a consistent approach to their attainment and progress.

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

- analyse the information gained through observation and assessment to inform next steps in children's learning and development more accurately
- develop and review the self-evaluation process to identify and prioritise targets for improvement more precisely, seeking the views of parents and children.

Inspection judgements

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

The childminder has recently commenced her service and has an appropriate knowledge of the learning and development requirements. She provides a range of activities based on children's interests and moods, particularly following their return after the rigours of the

school day. Children make steady progress in their learning and development. The childminder completes observations of the children and their activities and uses some of their key interests to plan further experiences. Art and craft work is particularly enjoyed by the children as they design and complete their versions of the red noses for 'Comic Relief'. The childminder takes time to engage in conversation with the children, extending their thinking as she asks questions about their ideas. This encourages children's creativity and supports their language and communication skills. Laughter and giggles ensue when a child describes climbing trees 'as high as the moon' when out and about at home. The childminder is aware of children's graphic imagination and ensures that parents are consulted to share the stories they tell and their drawings. While the childminder develops close links with parents, this not so well established as yet with other settings children attend. The childminder has started to approach staff within the setting. However, this has yet to be fully effective in ensuring a consistent approach is developed to complement children's learning at school.

The childminder values the children's contributions to discussions and together they discuss their day at school and the plans they have for the forthcoming weekend. They use technology equipment with skill, and the childminder works with parents to limit this as they request. They hone their physical skills as they walk from school regularly and explore the larger equipment in the nearby park. This aids children in testing out their confidence and developing a sense of achievement when they succeed. They enjoyed the recent snow, making footprints in the snow and tracking the different shoe patterns. The childminder supports children in their emerging writing as they make their own name labels for hanging their coats up and identify their work clearly.

The childminder is currently caring for older children in the early years age range but she is able to demonstrate a clear knowledge and understanding of how younger children's needs would be identified and met. She is developing her skills in assessing children's progress. She is seeking to embed this more in order to be fully confident in identifying children's next steps and learning styles to improve her understanding of the characteristics of effective learning.

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

Children are settled and feel safe and secure as they forge strong and appropriate bonds with the childminder and her family. Children develop a strong sense of belonging as the childminder has provided a bespoke hanging rack where children place their coats and bags after school. This also instils an awareness of safety as children place their belongings with care, thereby minimising tripping hazards in the hallway. They also learn about walking back from school with care and attention to road safety.

The childminder works closely with parents in managing children's behaviour and encouraging them to consider the consequences of their actions on others. Children show genuine concern for each other and are keen to support younger children in the daily routines. She seeks a wide range of information from parents, and from older children themselves about their individual need and characters. The childminder is also aware of

using such systems particularly if children were being supported in preparation for transition to other settings or school.

Children follow familiar routines that help them to understand aspects of following a healthy lifestyle. They relax in the homely, child-friendly environment and enjoy accessing the various resources that are made readily available. They tend to their own personal care needs, supported by the childminder in developing their independence. The childminder works effectively with parents to extend children's diets and introduce new textures and tastes. This is an aspect parents particularly appreciate in improving their children's relationship with some foods to promote a balanced diet. They sit together on arrival from school and tuck in to fresh fruit that has been linked to the 'Red Nose' theme, as they help themselves to red grapes and strawberries.

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

The childminder has developed a sufficient understanding of the welfare and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. Clearly written policies and procedures are shared with parents to protect children and ensure that parents are aware of her duty of care. The childminder is planning further courses to attend to extend her knowledge and confidence, including special educational needs and behaviour management. She has considered self-evaluation as a means of identifying strengths and areas for improvement within her practice. She has yet to develop this effectively to further ensure that it is robust and includes input from parents and children in targeting improvement.

Children are safeguarded as the childminder is organised and prepares her home to ensure that children are supervised safely in their play and activity. All adults in the household have undergone the checks as required through the Disclosure and Barring service to assure parents of their suitability. Thorough risk assessments are conducted to minimise hazards to children on and off the premises, keeping them safe.

Clear contracts and daily communication books are used along with the developmental records to ensure an effective exchange of information takes place between the childminder and parents. They make comments in the communication book, remarking on the childminder's nurturing skills and the care shown to their children and the way in which parent's wishes are noted. For example, the childminder reminds older children about completing homework as directed by parents. Another parent appreciates the wide range of trips the children undertake, for example, to the library and park. They also appreciate the kindness shown by the childminder in supporting children in making Mother's Day cards. Further continuity in children's care, learning and development is not fully maximised as yet as partnerships with other settings children attend are not fully established.

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	EY452900
Local authority	Staffordshire
Inspection number	886000
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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