

## Inspection date

Previous inspection date

21/11/2013

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 settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- The childminder knows each child's learning needs and stage of development well, and successfully plans and organises rewarding activities and resources which consistently help each child to make good progress.
- The childminder sets, explains and maintains clear, reasonable and consistent limits to help the children understand about acceptable behaviour. As a result children behave well.

### It is not yet outstanding because

- There is scope to further strengthen the partnership with parents so that there is a greater focus on working together to provide the best for their children in all aspects of their development.

## 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 in two play rooms and the outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the childminder's self-evaluation and improvement plan.
- The inspector spoke with the childminder at appropriate times during the inspection.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged one, four and six years in a house in the St John's area of Worcester city. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The childminder occasionally works with an assistant. The family has some tropical and freshwater fish.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She takes children to and collects them from a local school and nursery. The childminder operates for 48 weeks of the year from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of Professional Association for Childcare and Early Years and holds an honours degree in early years practice.

### What the setting needs to do to improve further

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

- strengthen the already good partnership with parents in order to develop a culture of mutual support and a shared vision of high aspirations for their children.

## Inspection judgements

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

Children enjoy themselves and make good progress. The childminder motivates them, planning and organising rewarding resources, activities and outings, which take account of their differing interests and abilities. She has a good understanding of these as a result of regular information sharing with parents and consistent observations and assessments. From this she confidently identifies children's starting points, their ongoing progress and the next steps in their learning. As a result, children make strong progress in the prime areas of learning and so are well prepared for their future learning and eventual move on to school. For example, children are encouraged to learn to share toys, take turns and behave well, and this promotes their social skills.

Children settle easily into this inviting environment. They are encouraged to choose what they want to play with. For example, the childminder uses photographs well to help children to select different toys and activities and this helps them to be independent and active learners. Teaching is good. The childminder effectively interacts with children, ensuring that from an early age children concentrate and are purposeful in their play and

learning. She supports children's language development well and provides plenty of fun opportunities for children to develop their speaking and listening skills through stories, songs and rhymes and by involving them in meaningful conversations. The childminder also involves the children in planning what activities they are going to be taking part in so that they remain interested and stimulated. For example, she encourages children to choose which stories they want to listen to, this helps to keep the children engaged in their learning.

Children have regular access to fresh air and good opportunities to develop their large and small muscles. They develop good coordination, balance and control as they use varied physical play apparatus, and enjoy making marks on the walls with chalks. They also enjoy using large paint brushes and covering the walls and benches with water, allowing them to experiment and try out making marks to support their early writing skills. Children enjoy going on walks in the local forest area; they collect pine cones and conkers to make creative displays with these so that they can record their learning about the natural world in a fun and expressive way. Children's personal and social skills are fostered particularly well as they are encouraged to help with dressing themselves and performing self-care tasks, such as washing their hands.

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

Children enjoy a warm and comfortable relationship with the childminder, who knows them well. They are relaxed within the home and show confidence in their play and explorations. She creates an emotionally and physically safe environment for children, ensuring she gives each child individual attention and encouragement. She helps them become socially confident with opportunities to mix with other children at different local activities and to play and learn together in mixed age groups in her setting. The childminder praises their efforts and displays their work. This ensures the children feel valued and welcomed into the setting.

Children's health is promoted because the childminder follows very good hygiene procedures and practices which meet the children's physical, nutritional and healthcare needs. Children learn positive hygiene routines because the childminder explains the importance of hand washing before meals and after playing in the garden. The childminder provides healthy food for the children and also creates interesting activities based on this. For instance, the childminder has encouraged the children to make fruit kebabs so that they learn to try new foods and so begin to understand the important role balanced nutrition plays in helping them to lead a healthy lifestyle. Children have easy access to their drinking cups, which are placed on a low table. They have good opportunities to be physically active and play in the garden.

The childminder recognises when a child may be getting hungry or tired and she responds quickly to these cues to ensuring their well-being. The childminder works closely with parents prior to their placement commencing to gather a wide range of information, including any specific needs, dietary requirements and parents' preferences.

Children behave well with the childminder. There are house rules displayed on the wall which are reinforced through discussion. These include such things as having kind hands, kind feet, share all things and to remember to say 'please' and 'thank you'. All these social skills help children in readiness for school. The childminder gives a high priority for children's safety. She keeps her home safe by completing risk assessments and ensuring safety measures are in place for all children. For example, safety gates are fitted throughout the house and the outdoor pond is suitably covered to avoid any dangers.

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

Safeguarding is given good consideration and the childminder has a good understanding of the welfare requirements for the Early Years Foundation Stage. She is confident in the effectiveness of the procedures regarding allegations of abuse and reporting child protection concerns. The premises is safe and secure. Written risk assessments are in place, which show how the childminder has identified and minimised potential hazards to ensure children's safety.

The childminder engages in self-evaluation to identify her strengths and areas for development and calls on her previous childcare knowledge to help her take a focused and evaluative approach to her practice. She is qualified to degree level and has wide experience of working with children and carrying out a managerial role, which she has now used to best effect in supporting her childminding practice. She occasionally works with an assistant and ensures that all those who work with the children have a thorough understanding of their role and maintain high standards of care. The childminder works closely with the local early years improvement advisor and has booked a significant amount of training to further her professional development and so enhance her provision for children and their families.

Currently no children in the early years age group need support from other agencies, however, the childminder has positive views and previous experience in working with outside agencies. This ensures that any child needing extra intervention will be supported well by the childminder. Clear procedures are in place to find out about children's needs before they start. Partnerships with parents are generally strong. The childminder keeps parents well informed about their children's time with her and their progress; for example, detailed assessments covering the prime and specific areas of learning are completed regularly and shared with parents. Parents speak fondly of the childminder, they are pleased with the care she provides and how she has helped their child settle well into her care. However, this relationship is still developing due to the short time she has been minding and practice could be strengthened by further engaging all parents so that there is a shared understanding and vision for how to provide their child with the very best possible care and early education. The childminder forges good links with other settings that children attend. She shares information about the children and the progress they are making. This helps to support the children's learning further by ensuring the plans she makes for them are complimented by the learning they receive elsewhere.

### **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.                                                                                            |
| 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 monitored and inspected again within six 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

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY461676       |
| <b>Local authority</b>             | Worcestershire |
| <b>Inspection number</b>           | 924263         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | not applicable |
| <b>Telephone number</b>            |                |

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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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