

Inspection date

Previous inspection date

16/12/2013

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

- Teaching is good. The childminder has a secure understanding of how to support children's learning and development; as a result, children make good progress.
- The childminder's home is safe, warm and welcoming and there is plenty of space for children to play and rest. A wide variety of resources is thoughtfully stored in ways that children can easily access, which promotes their independence.
- The childminder has a very good understanding of safeguarding procedures and this enables her to promote children's well-being and keep them safe from harm.
- The childminder is friendly and caring and has developed effective two-way communication between herself and parents. Consequently, she has a clear understanding of parental requirements and children's individual needs, and children are happy in her care.
- Children benefit from regular opportunities to play outdoors to promote their health and well-being.

It is not yet outstanding because

- There is scope to further enrich the way the childminder plans play and activities by considering the patterns of repeated behaviour, which children use to explore and express their developing ideas and thoughts.
- There is scope to develop further opportunities for children to access resources, which are stimulating and open-ended so that they can think critically and problem solve.

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 carried out a tour of the premises and spent time observing the childminder and the children.
- The inspector looked at documentation to include learning records, the accident and medication records and a selection of policies and procedures.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Tina Smith

Full report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged four, seven and 10 years in a house in Ross on Wye. The whole of the premises and the rear and front garden are used for childminding. The family has a dog, two cats, four guinea pigs, some chickens and fish.

The childminder attends activities at the nearby children's centre along with toddler groups and a music workshop. She visits the shops, library and park on a regular basis and takes and collects children from the local schools and pre-schools.

There are currently eight children on roll and attend for a variety of sessions. She operates all year round from 7.30am to 5pm, 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:

- enrich the planning by considering further the repeated behaviour used by the children to provide greater opportunities for them to explore and express their developing ideas and thoughts through play and exploration
- create even more opportunities for children to access resources, which are stimulating and open-ended, so that they can be used, moved and combined in a variety of ways.

Inspection judgements

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

The childminder has a very good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, children are making good progress in their learning and development. On induction the childminder requests detailed information from parents about their child's interests, care needs and routines. She also asks what their child can do at home; for example, use a beaker or a bottle. Consequently, the childminder is aware of what children can already do and their progression from the start can be accurately monitored. The childminder carries out regular observations on the children, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which help to ensure they are meaningful to children and reflect their stage of

development. However, there is scope for the childminder to further enrich the way she plans play and activities. For example, considering the patterns of repeated behaviour, which children use to explore and express their developing ideas and thoughts. The childminder and parents exchange highly useful information on a daily basis. She spends time at the beginning and end of the day discussing their child's care needs and progression. Children also have daily diaries and learning records, which are shared with parents. In addition, the childminder offers ideas to parents on how they can continue their children's learning at home, such as song sheets. As a result, parents are successfully included in their child's learning and the childminder has a complete picture of the children's overall development. She is aware of the required progress check at age two for each child and plans to implement it when appropriate.

Teaching is good. The childminder places a strong emphasis on the prime areas of learning with children aged under three. She supports the development of young children very well and provides a broad and interesting range of activities for the children in her care. Children are developing effective learning skills as they freely choose resources that reflect their current interests. They express their creativity as they make magic potions, carefully mixing and stirring their brew. Very young children make noise using a selection of musical instruments. They wriggle and giggle with delight to the different sounds and music. The children explore shiny materials and confidently investigate textures covering their hands with glitter and glue. Older children engage in imaginary play, carefully making a birthday cake. The childminder promotes the children's communication skills by asking 'do you need candles and if so how many?' Very young children begin to use new vocabulary because the childminder talks with them about what they are doing. She encourages them to respond to her and they babble and try to copy sounds, showing a developing skill in language. As a result, children are gaining the necessary skills they need for the next steps in their learning.

Children's physical development is encouraged both inside and outside. Inside the childminder engages them in singing and dancing. Outdoors they like digging in the mud patch and running around in the childminders spacious garden. They also enjoy daily walks where they visit the library, shops and park. In addition, the childminder regularly attends toddler groups, music workshops and activities at the children's centre, to include soft play. These experiences help children to learn to be sociable with others and to begin to understand about their local community.

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

Key aspects of children's well-being are good. Their emotional development is well-promoted because they have strong relationships with the childminder. Children are happy, confident and show pleasure in their play because they are cared for in a warm and welcoming family home. The childminder is affectionate, caring and kind and children confidently climb on her lap for a cuddle and reassurance. Children soon settle into her care because she has effective systems to support this. Families are invited to get to know each other by visiting the childminder's home or meeting at a local playgroup. This gives the children chance to become familiar with the childminder before being left in her care. In addition, the childminder works very closely with parents to understand their routines

and care needs. As a result, children settle well as they move from their home to the childminder's home. While the provision is very well-resourced, there is scope to enhance the learning environment. This is so that children can make even more choices and extend their enjoyment and achievement, for example, by providing extra open-ended resources.

The childminder places a strong emphasis on keeping children safe. She keeps her home safe and secure by completing daily safety sweeps and ensures that safety measures are in place for all children. For example, she carries out regular fire drills and talks to the children about how to handle emergency situations. As a result, children are beginning to learn how to keep themselves safe. Children behave very well because the childminder is a positive role model; she gives clear guidance as to what is acceptable behaviour. For example, the childminder talks to the children about tolerance and respect, along with sharing and taking turns. The childminder offers lots of praise and children enjoy a clap and a cheer as a reward, which helps them to feel good about what they do.

Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, young children are encouraged to feed themselves and the childminder offers support when needed. Children's health is very well-promoted because the childminder follows good hygiene practices which meet the children's physical, nutritional and healthcare needs. Nutritious home cooked meals are served daily along with fresh fruit and milk. Children are offered drinks throughout the day and the childminder support the younger children's progression from bottles to cups. Children benefit from regular fresh air and exercise because they have the opportunity to play in a very well-resourced outdoor environment at the childminder's home; she also makes good use of local venues, such as the children's centre and parks to extend the options for physical play.

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

The childminder fully understands her responsibilities under the safeguarding and welfare requirements of the Early Years Foundation Stage and knows how to protect children in her care. The childminder has completed child protection training and all required policies and procedures are in place and implemented effectively. She carries out regular risk assessments to ensure children's safety. Children are protected in the event of having an accident or being ill, because the childminder has a current first aid certificate and, therefore, has up-to-date knowledge and skills to deal with these instances. Consequently, children are cared for in a secure environment that promotes their welfare.

The childminder has a very good understanding of the learning and development requirements. She plans play and activities around the children's individual interests, which are purposeful and challenging. As a result, children make good progress in their learning. The childminder has strong partnerships with parents and spends time at the beginning and end of the day discussing their child's achievements and care needs. This two-way flow of communication ensures that parents are kept well-informed about their child's progress. The childminder is clear about sharing information between settings when

children attend more than one provision, which enables them to work together to support children's learning.

The childminder is a knowledgeable practitioner, who is caring, kind and attentive to the children's needs. In the short time she has been registered she has reflected critically on her practice and identified areas for development and acted upon them. For example, researching festivals and including them in the planning. She has clear aims and intentions to offer children high quality care and education while they are in her care. She understands the importance of monitoring the educational programme. She is proactive and acts swiftly to overcome any areas for improvement. Overall, children are happy, settled and enjoy the time they spend with the childminder. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY464546
Local authority	Herefordshire
Inspection number	925129
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	8
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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