

Inspection date	18/03/2014
Previous inspection date	22/04/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 enjoy exploring the playroom where they help themselves to favourite resources and take part in a wide range of stimulating and engaging activities. They are secure and settled as they have strong relationships with the childminder.
- The childminder fully understands how to promote children's learning and, as a result, the quality of teaching is good. She has high expectations for their achievements and supports them well. Consequently, children make rapid progress.
- Children's safety is effectively prioritised. The childminder understands safeguarding procedures and ensures that children are constantly supervised by an appropriate adult to promote their well-being.
- Individual needs are precisely met as the childminder takes time to get to know each child and their background. She works effectively with parents, discussing their children's welfare and development on a regular basis.

It is not yet outstanding because

- There is scope to help children to progress even more swiftly during some adult-led activities through the enhanced use of teaching techniques such as role modelling and introducing new vocabulary.
- There is room to develop relationships even further with other settings that children attend so that children's individual next steps in learning are even more promptly addressed.

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 the lounge, kitchen and outside area and checked all other areas used for childminding.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and undertook a joint observation with the childminder.
- The inspector checked evidence of suitability and qualifications, looked at children's learning journey records, planning documentation, the childminder's self-evaluation and improvement plan and a selection of other documents.
- The inspector took account of the written views of parents and carers and reviewed information included in the setting's own parent survey.

Inspector

Jennie Lenton

Full report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Blurton, Stoke-on-Trent with her husband and their adult son and daughter. The whole of the house is used for childminding. There is a garden to the rear of the property for outside play. The family has a dog, a rabbit and two guinea pigs as pets.

The childminder regularly works with another registered childminder. Both childminders have equal responsibility for the childminding practice. There are currently 15 children on roll, seven of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round from 7.15am to 6pm, 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:

- optimise children's learning during adult-led activities by extending the use of teaching skills, such as role modelling and the introduction of more extensive new vocabulary
- share information about children's individual next steps in learning more regularly with the nursery class teachers to enable children to achieve even swifter progress.

Inspection judgements

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

Children enjoy their time in this 'home from home' environment. They move around with confidence, helping themselves to resources from the designated playroom, which is set out purely with their needs in mind. All resources are easily accessible and age-appropriate. Children begin to recognise that words carry meaning as all resources are clearly labelled. They help themselves to favourite toys, recognising the initial letters on some of the labels. Children enjoy playing imaginatively, dressing-up as chefs and pretending to serve meals from the toy kitchen. They have a fabulous time learning about the wider world as they take part in activities such as a celebration of the Chinese New Year. Children enjoy tasting traditional Chinese food and develop their coordination as they use chopsticks. They know it is the year of the horse and have lots of fun on a trip round the local countryside, looking for horses in the fields. Creative skills are also effectively developed as children are encouraged to paint pictures and make models to their own design and satisfaction. They love getting messy as they squirt paint onto an

easel and use brushes and their hands to create unique drawings. An understanding of the natural world is successfully promoted with fun outings to local wildlife centres where children have the opportunity to build dens, make bird feeders and even enjoy a camp fire and picnic. The wide variety of experiences means that children are constantly engaged in fruitful activity and are willing learners as their imagination is successfully sparked.

The childminder knows each child well and, consequently, is able to provide children with activities that are linked to their emerging needs and interests. All children are making swift progress towards the early learning goals as they enjoy activities that challenge and develop them. The childminder comes alongside them as they play and encourages them to show what they know as she asks them about the colours, shapes and feel of the resources they play with. However, there is scope for the childminder to further use her already good teaching skills, particularly during adult-led activities. For example, during a sensory activity, where children have fun scooping up beads and feeling their unusual texture, there is room to further maximise their learning by using skills such as role modelling or introducing new language. The childminder asks children how the beads feel but does not pick up on the opportunity to teach new words such as squelchy and squishy when the beads burst. Similarly, there are times when role modelling could be used to show children how to sort the beads into different colours. The childminder observes children as they play and records their achievements. She uses her observations to plan future activities and to identify their next steps in learning. She also reviews children's progress regularly. Her assessments are accurate and provide a clear picture of children's progress.

Parents are recognised as partners in their child's learning. The childminder encourages them to share their child's achievements and contribute to her understanding of what children can do, so that she is able to tailor activities to meet their needs. Parents contribute to the initial assessment by completing 'all about me' sheets and provide additional information about what their children do at home. This ensures the childminder has a complete picture of each child's abilities. The childminder also provides regular reviews so that parents are kept informed as to how their children are progressing. A weekly sheet is shared, detailing children's activities and any notable achievements. Positive links with other provisions that children attend have also been forged. The childminder takes and collects children from the nursery classes at the local schools and gets newsletters from the teachers about the topics that are being covered. However, there is scope to develop communication further by discussing children's individual next steps in learning more regularly so as to promote even swifter progress. The childminder also has positive links with other professionals and childcare settings in the area. She regularly takes children to children's centres where they have the opportunity to mix with others and develop key skills for their future learning, such as concentration, listening and turn taking. Good relationships with the older children who attend the childminder's home after the school day also help children to be prepared for the move to school.

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

Children have warm and comfortable relationships with the childminder, her co-minder and each other. They are shown genuine affection and enjoy lots of cuddles throughout

the day, which effectively builds their self esteem and sense of well-being. New starters are helped to settle as the childminder offers flexible settling-in procedures, where parents decide how long they want to stay and how long they feel comfortable leaving their child. The childminder recognises that parents know their children best and is happy to be led by their wishes. She uses these introductory sessions to find out about children's likes and dislikes and their family background. She also encourages parents to provide pictures of themselves which are displayed in the setting. Children often point to their family and talk about their parents, which helps them to feel safe and secure. As a result, they display high levels of emotional security.

Children's behaviour is very good. They know what is expected of them and show respect for their surroundings and for each other. Any unwanted actions are dealt with calmly. Children are beginning to understand that rules are in place for their own safety. They know that they do not go near the cooker when it is in use and follow instruction not to run indoors as they may slip. All exterior doors are kept locked and thorough risk assessments ensure that all areas are suitable for use. Fire drills are regularly practised and discussed and children are reminded about road safety as they walk to and from the local schools and parks. The home and garden are well-maintained and all hazards are effectively minimised. For example, the fish pond is covered with a secure metal grid and safety gates are used in the home to restrict access to the kitchen.

Children benefit from sensible routines and a commitment to a healthy lifestyle. Children know to clean their hands after messy play and before eating. They understand that they should cover their mouths when they cough and that they only drink from their own water bottles, so as to prevent the spread of germs. They enjoy plenty of active play as they regularly visit parks where they play football, make 'blossom angels' in the fallen foliage and just run around enjoying the fresh air. They also enjoy visits to indoor play centres and daily access to the childminder's garden. Their nutritional needs are successfully met as the childminder provides a range of balanced meals. Breakfast cereals and wholemeal toast are provided for those who attend early and children enjoy lunches of freshly prepared sandwiches or a hot meal such as chicken and vegetables. The childminder also provides them with healthy snacks of fruit and drinks of water and milk throughout the day. An understanding of healthy options and where food comes from is promoted as they get involved in preparing sandwiches to take on a picnic and grow some of their own produce, such as cress.

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

A full and informative safeguarding policy underpins good practice. The childminder is fully aware of her role and responsibility in relation to keeping children safe and has attended specialised training to level 2. She is aware of the signs and symptoms that may indicate abuse and how to follow these up promptly. All of the childminder's family hold current Disclosure and Barring Service checks to indicate their suitability to work with children. Children's safety is further promoted as the childminder works well with her co-childminder, ensuring that all children are constantly supervised. For example, one of the

childminder's will play with the children as the other prepares lunch or responds to an individual child's toileting needs. Consequently, children are always within sight and sound of one of the childminders.

The childminder has a real desire to provide high quality care and learning for children. She has children's well-being at the heart of everything she does and is continually looking for ways to improve and develop her setting for their benefit. Self-evaluation is used to identify areas for improvement and the childminder reflects on her practice with her co-childminder, looking at ways to develop her approach and bring new ideas into the home. Children and parents are regularly asked for their views and the childminder is always willing to try out new suggestions. All the recommendations from the last inspection have been addressed. The childminder is now tracking children's development to ensure that they are making good progress in all the areas of learning and consent from parents to take children on public transport is now in place. The childminder holds all required qualifications and regularly updates her skills through attendance at courses such as 'Stoke Speaks Out' which promotes early communication skills. She works in partnership with the local authority, acting on their recommendations for improvement. As a result, standards are continually being raised.

Effective relationships have been built with parents and the childminder chats to them on a daily basis about their child's achievements and well-being. All policies and procedures are made available to parents, so that they are aware of the standards to which the childminder works. This includes a complaints procedure, so that parents are able to raise concerns, should any arise. Parents value the childminder's approach to their children and indicate that they are more than satisfied with the care provided.

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
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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	EY398434
Local authority	Stoke on Trent
Inspection number	874062
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	22/04/2010
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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