

<b>Inspection date</b>	25/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 are very happy in this relaxed, friendly environment. They form very good friendships with the childminder and her children. Children become engrossed in a wide range of activities, such as role play and play exceptionally well together.
- Children make good progress in all areas of their learning, especially in learning to read. They receive support and individual attention to complete their homework and listen to stories while at the library. Children are friendly, polite and develop good social and communication skills.
- The childminder has a good knowledge of how to safeguard children. She provides a safe, caring and supportive environment. As a result, children feel secure and safe; they talk about their day, share their concerns and develop their confidence.
- The childminder actively seeks the views of children and parents when planning activities to meet their needs and interests. She effectively uses self-evaluation of her practice to make ongoing improvements. The childminder has good relationships with parents and school to ensure children make good progress.

### **It is not yet outstanding because**

- There is scope to further extend the opportunities for children to practise writing, in particular during their role play experiences.
- There is room to enhance children's independent access to books. At present, the organisation of the setting does not fully allow children to spontaneously read a story.

## 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 the office area.
- The inspector held discussions with the childminder when appropriate.
- The inspector looked at a sample of children's records and assessments.
- The inspector checked evidence of suitability and qualifications of the childminder, including the self-evaluation form.
- The inspector took account of the views of children spoken to on the day. The views of parents were considered in the form of those reported in children's records.

## Inspector

Diane Hancock

## 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 two children aged four and nine years in a house in Malvern. She uses the whole of the property and the rear garden for childminding. Toilet and sleeping facilities are on the first floor. The family has a cat.

The childminder has completed basic childminding training, including first aid and child protection. She visits the local shops, park, library and swimming pool on a regular basis. She collects children from the local schools and pre-schools. The childminder has two children on roll, of whom one is within the early years age range. She is available all year round, from 7am to 7pm, Monday to Friday except for family holidays.

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

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

- enhance children's access to books to enable them to more easily make independent decisions about when to read a story
- create further opportunities for children to write for a purpose, to attempt simple words and sentences, for example, during their role play.

### Inspection judgements

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

Children thoroughly enjoy their time after school in this relaxed home environment. The childminder knows children very well as she spends time talking and playing with them. She meets their interests very well, especially their interest in nature and small creatures. Children enjoy collecting bugs around the garden and have fun doing snail races. The childminder extends their understanding of the natural world further through printing off factual information from the internet and games, such as quizzes. When planning activities children's views are actively sought and considered. For example, they create a list of exciting activities, including making a fort in the garden, which they share with the childminder. This ensures they are involved in decision making and get to enjoy activities that they want to do. Children get engrossed together playing with the play dough. They show good manipulation skills and imagination as they use the tools and create creatures, such as an octopus. Children develop their creative skills as they create Christmas decorations and make spring daffodils. All children like to get involved and feel a sense of

achievement when they are supported to learn a new skill, such as the cat's cradle game with wool. A wide range of creative resources are freely accessible and children like to colour and develop their pencil control. However, there is scope to further extend the promotion of children's early writing skills. For example, writing for a purpose in their social and imaginary play.

Children play extremely well in imaginary role play. They all enjoy playing with the baby dolls, buggies, having pretend tea parties and going on journeys. Children become engrossed in their play for a long time, sharing and demonstrating very good relationships. Older children like to play pretend schools, supporting the younger ones to enjoy school and helping them to practise vocalising letter sounds in a fun way. Children involve the childminder in their play and games. For example, encouraging her to become a shopkeeper selling baby equipment. The childminder supports and extends children's knowledge of numbers, counting and their understanding of money while playing. She sensitively checks out children's understanding and reinforces new skills throughout the activity. Children are keen to learn and get excited as they identify the different coins that they are given to explore. The childminder has a good understanding of promoting their next steps in learning. For example, spending time looking at coins again to reinforce their newly learnt knowledge and going to buy items at the local shop. Children also develop their mathematical skills as they learn to tell the time and measure ingredients when enjoying baking, for example, as they make cookies and pizzas.

The childminder supports children as they complete their school homework, such as spellings and reading. She plans in activities that link in with school topics, such as learning about the planets, where they observe the cycles of the moon. Children bring in resources from home, such as a telescope to share with other children and extend their learning together. Through observation, regular assessments and spending time with each child she has a good knowledge of each child's development. Children make good progress in their early reading as she spends time supporting them to read their key words and takes them on regular visits to the library. The childminder buys books that support individual children's needs and interests. However, for younger children books are not so easily accessible to ensure they fully develop their appreciation of books and stories through independent access. The childminder works closely with parents and teachers to identify any areas in which children need additional support. For example, she obtains a list of key words and uses these with children to help support the progress they make in reading. Parents are also well-informed through regular discussions about children's progress. They spend time talking at the end of the day about what children have been doing. Parents appreciate the support the childminder offers regarding children's home learning. Together they work in partnership to ensure that children make good progress.

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

Children have extremely good relationships with the childminder and her family. They form close friendships and play together very well. Older children take turns and share resources, such as the computer really well. Children proudly work together on costume designs using the computer. Older children are caring and considerate; they check on

younger children and offer to make drinks for others. Children make good progress in their behaviour as they relate well to the childminder's consistent boundaries. New rules for good behaviour are displayed. These are meaningful to children because they have been designed by them and are, therefore, fully understood. The childminder makes very good use of space within the home to manage any potential tensions between the different age groups. This also enables children to participate in a wide range of activities to meet their preference. Children thrive on taking responsibility, such as making tea and clearing away their dishes after meals. Good table manners are encouraged and children are very well-behaved and particularly polite. They make very good progress in their personal confidence and communication skills as the childminder spends time talking to them and valuing their interaction. Children's emotional well-being is the childminder's primary concern and she supports them very well through change and starting school. Children are confident to talk to adults and express their opinions freely. They feel valued and respond well to the praise they receive. They have good concentration and are very enthusiastic in all they do. These are good skills that will help them in their future learning.

Children feel very safe to talk with the childminder about their concerns at school. The childminder helps children develop strategies for coping with bullying and liaises with parents and school to support children further. Children develop a very good sense of value and self-esteem as they peel and chop carrots and make the batter for toad in the hole. Children are kept safe and are appropriately supervised during such activities and know they do not access the kitchen alone while the oven is on. Children through support demonstrate a very good knowledge of stranger danger, road and fire safety.

Children have plenty of opportunity for fresh air and exercise with regular walking and weekly swimming lessons. This ensures they build up their strength and stamina and develop their confidence in the water under the direct supervision of the childminder. Children learn about the benefits of healthy eating as they make pizzas and regularly eat nutritious home cooked food. They are encouraged to try new vegetables, which develops their love of a range of different tastes. Children enjoy the social occasion of sitting and eating together. Children have good hygiene practices in place, for example, they brush their teeth after mealtimes to meet with parent's wishes. They have a good understanding of why it is important to wash their hands before meals or after playing with the cat.

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

Children are cared for in a safe home environment where toys and most resources are stored in a well-organised manner. Since registration the childminder has improved the layout of the lounge, which means that children can move about more freely and enjoy a greater area in which to play. The childminder has a good knowledge of safeguarding and what she would do if she was concerned about a child in her care. Their welfare is her priority and she supports parents when appropriate as they work together to address behavioural issues. She provides a professional and flexible service to meet the needs of parents. Appropriate records and routines are in place to ensure children's health and care needs are well met.

The childminder effectively evaluates her activities and practice to make continuous improvements. She purchases new resources to meet children's individual needs. She has introduced the use of a new blackboard display to ensure children and parents are well-informed about routines and menus. The childminder is keeping up to date with changes within the profession through reading. She is also using a childminder internet forum to expand her knowledge and learn new ideas, for example, on managing behaviour and to gain ideas for science activities for older children. The childminder has a clear vision of things to improve, such as providing bean bags in the area for older children. Children's and parent's views are actively sought and are fully considered by the childminder, who provides a service that meets with their wishes.

The childminder has good relationships with parents and provides support. She spends time talking at the end of the day to ensure they are well-informed. The childminder discusses children's achievements and progress on a regular basis. Children benefit from the good liaison between their parents, the childminder and school to ensure they have their emotional and learning needs well met. The childminder is well-informed about what children are doing at school which enables her to effectively support them.

### **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>	EY466261
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	938058
<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>	5
<b>Number of children on roll</b>	2
<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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