

Carlin, Samantha Louise

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Inspection date	15/01/2015
Previous inspection date	21/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The childminder has a secure knowledge and understanding of how to provide a wide range of activities that are interesting and fun for children. She assesses children's progress and develops individual play plans which support their identified next steps in learning. As a result, children make good progress in their learning and development.
- Children are effectively safeguarded because the childminder and her assistant have a good knowledge and understanding of appropriate safeguarding procedures.
- Children's emotional needs and overall well-being are supported well because they have good bonds with the childminder and her assistant, who are very caring and attentive to their needs.
- The childminder is proactive in developing her service. She acts on advice and attends training to enhance her knowledge. Her plans for improvement are well-targeted to strengthen her practice further.

It is not yet outstanding because

- Children do not have access to a wide range of reading materials to fully ignite their interest in literacy.
- Arrangements are not fully in place to liaise with parents about what children are learning at home, so this can be taken into account when planning activities to extend children's good learning even further.

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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 and her assistant engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records, planning information, children's development folders and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder and her assistant, the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents, carers and older children from the feedback obtained by the childminder.

Inspector

Patricia Dawes

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Full report**Information about the setting**

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in Kingsbury, Warwickshire. She works with an assistant. The whole of the ground floor and two rooms on the first floor are used for childminding and there is a rear garden available for outside play. The childminder attends several children's activity groups and the library. She visits the shops and parks on a regular basis, and collects children from local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3. She also receives support from the local authority.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- extend children's range of reading materials to further enhance their interest in literacy, for example, by providing more fiction, non-fiction poems and reference books

- build on the already good relationships with parents by providing more accessible ways for them to share more detailed information about what their child learns at home to further involve them in their children's learning and development and to maximise children's learning through greater continuity.

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

Children make good progress in their learning and development. The childminder has a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage. She uses her knowledge and suitable guidance documents well to observe, teach and effectively plan for children's learning needs. The childminder regularly assesses children's progress to help her identify any gaps in the children's learning. She observes children, makes thorough observations and completes sharply focused assessments every three months. She makes good use of the progress check for children aged between two and three years to clearly identify the next steps in children's learning. Children enjoy a good range of varied activities and experiences, which ensures they develop strong skills in readiness for school. The childminder develops very positive

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relationships with parents and discusses their child's welfare initially through the use of very informative All about me documents. She communicates daily with parents about children's care needs and achievements in her care. However, although the partnerships with parents is already good, arrangements are not fully in place to liaise with parents about what children are learning at home so this can be taken into account when planning activities to extend children's good learning even further. Therefore, there is room to strengthen these arrangements by looking at a range of ways to engage parents further. For example, asking parents to share learning that takes place at home, in order to link it into the learning that takes place at the childminder's setting to maximise children's learning. Nevertheless, children are making good progress in their learning and development.

The learning environment contains resources, which are stimulating and accessible to children, thereby promoting their learning and independence. Children initiate their own play as they self-select resources from a variety of easily accessible, labelled drawers and boxes. The childminder and her assistant engage well with children, involving them in conversation to help nurture their language development. Children's confidence and communication skills are further enhanced as they take an active part in sessions involving story books and singing action and number rhymes. However, the range of reading materials to fully ignite children's interest in literacy, such as fiction, non-fiction, poems and reference books is incomplete. Nevertheless, children clearly enjoy looking at books with the childminder and her assistant and are eager to turn pages and repeat words or retell the story in their own words. Children are encouraged to learn to share toys, take turns and play together to promote their social skills in preparation for the later move to nursery and school. As a result, children make good progress in their personal and social development skills.

Children have opportunities to use resources to develop an understanding of number and shape. For example, they competently complete the jigsaws talking about, sequences and matching numbers and shapes. Children make colourful festive pictures and cards using a variety of shapes and materials. They investigate the properties of wet and dry sand by making sandcastles or empty sand into a wheel to make it spin. Children develop their creative skills because the childminder provides a good variety of colouring materials and a selection of resources, such as paints for hand printing and play dough and tools for making patterns. Children have good opportunities to promote their physical skills because the childminder takes them on regularly visits to stay and play groups and other play venues. Children learn about nature and the environment as they plant flowers, fruits and vegetables. The childminder has a sound knowledge of promoting equality of opportunity and ensures all children and their families are valued and respected. Multicultural resources and celebrating festivals throughout the year help to promote children's understanding of diversity.

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

Close relationships and strong attachments are highly evident between the childminder and the children. New children are supported by the childminder into her home through a gradual settling-in procedure, which is individual to each child's emotional needs. This

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ensures children settle quickly and happily. Children are confident learners who are emotionally well prepared for the next stages in their learning because the childminder actively fosters a sense of belonging. The childminder and her assistant have a calm, caring and patient manner and they give children their individual attention. This helps to ensure that each child feels valued and special. Children move freely around the childminder's home and enjoy playing with the large variety of resources available which promotes their confidence and independence. The childminder and her assistant are good role models, treating children with kindness and respect. Children enjoy each other's company, seeking out friendships and forming relationships. As a result, children behave well and good social skills develop in preparation for later move to nursery and school.

Healthy lifestyles are promoted as the childminder gives written information to parents regarding healthy eating. She encourages children to eat a healthy diet and ensures that a range of healthy snacks and meals are available daily. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. They develop their confidence as they play on the outdoor equipment at the childminder's home or use large equipment at local parks and toddler groups. The childminder uses these opportunities to reinforce how to use equipment safely, enabling children to take safe risks, under close supervision, learning how to protect themselves from harm. Good hygiene routines help children to understand the importance of keeping themselves clean. Children are supported well to develop an awareness of their own toileting needs and the childminder and her assistant encourage them to clean their hands at appropriate times during the day and after messy activities.

The childminder and her assistant are vigilant about children's safety and they supervise them well at all times. Children gain a good understanding of how to keep themselves safe as they follow sensible rules for playing safely indoors, such as walking slowly rather than running, picking up toys and negotiating the steps to outdoors. All required documentation to promote children's safety and well-being is in place and the childminder understands the need to complete this correctly.

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

The childminder and her assistant have a good understanding of the procedures to follow should they have any concerns regarding a child in their care. A safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The childminder has considered the appropriate use of mobile telephones and cameras in the setting, in order to fully protect children and this is also included in her safeguarding policy. As a result, children's welfare is assured. The premises are 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 has a good level of awareness about how children learn. She monitors her provision to ensure the learning and development requirements are met and to ensure children are motivated and interested in their activities. This is successfully achieved by

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providing a broad range of activities, tailored to help children make good progress. The childminder has a very clear commitment to improving the service she provides and has completed a focused improvement plan, which clearly identifies where improvements have been made and those areas requiring further development. Both the childminder and her assistant access training to update their knowledge and understanding. They have identified a number of training courses and workshops they are going to attend to secure their skills and knowledge. The childminder also receives support from the local authority early years team. All of this clearly demonstrates how the childminder ensures the continued good learning opportunities for children.

The childminder has an excellent knowledge and understanding of how to liaise effectively with parents to build relationships. Communication is a key focus for the childminder with regard to children's well-being and development. She verbally shares daily information about their child's achievements. The childminder has a clear understanding of the importance of working in partnership with external agencies. She works closely with parents and other professionals to ensure she provides appropriate levels of support for children. The childminder develops appropriate links with the local school and nursery and also completes a communication book, which is shared with parents and other settings children attend. This demonstrates that the childminder is working well to fully complement children's learning and support their future move to nursery and school.

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

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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

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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	EY349676
Local authority	Warwickshire
Inspection number	994079
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	4
Name of provider	Samantha Louise Carlin
Date of previous inspection	21/03/2011
Telephone number	01827769134

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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

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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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