

Inspection date

Previous inspection date

18/09/2012

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 are forming secure emotional attachments as the childminder is very supportive and understanding of their individual needs.
- Systems to develop effective partnership working are in place to enable the childminder to seek advice and support for children in order to meet their personal needs and circumstances.
- Children access a range of enjoyable activities, both indoors and outside, which promote their individual learning and development.
- There are systems in place to enable the childminder to reflect on her practice and identify the strengths and weaknesses of her provision.
- Children's safety is well promoted through the use of risk assessment and the procedures that the childminder has implemented to teach children about how to keep themselves safe.

It is not yet outstanding because

- The childminder's knowledge of the Development Matters framework is not wholly embedded to ensure that she identifies and plans for every child's next steps.
- Children's access to resources which portray positive images of diversity is limited.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observations in the playroom, the conservatory, the kitchen and outside.
- The inspector held ongoing discussions with the childminder throughout the inspection.
- The inspector looked children's records and supporting documentation.

Inspector

Becky Johnson

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and two children aged six and eight years in Pelsall, West Midlands. The whole ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

There are currently five children on roll in the early years age range, who attend for a variety of sessions. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop resources which depict positive images of diversity to develop and enhance children's knowledge of the wider world
- embed knowledge and understanding of the Development Matters framework in order to identify and plan for children's next steps and ensure that every child reaches their full learning and development potential.

Inspection judgements

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

Children have fun in this welcoming, homely environment where they enjoy a range of interesting activities to promote their learning and development. They are supported in their play by a childminder who is knowledgeable and adept at extending activities to develop children's learning potential. For example, she asks questions to reinforce children's learning and waits patiently, giving them time to answer. The outdoor environment is seen as an extension to learning and children have fun as they eagerly take part in running races, trying to beat their friends to be the first to the shed. Play is very much child-initiated and develops from children's ideas and interests. For example, one child's interest in bugs led to a bug hunting activity, with the children turning over leaves to look for caterpillars. The childminder develops their interest in nature by showing them the patterns the raindrops have left on a leaf and pointing out a spider's web. Children feed the birds and grow and care for plants, enjoying the tomatoes they have helped to grow.

Children's language skills are developed as the childminder encourages them to actively communicate both with herself and their peers. They chat happily and confidently and use expressive language as they describe the pattern on a pair of glasses as 'pink and swirly'. The childminder patiently encourages less vocal children to join in the conversation and share experiences with others. For example, when talking about the coconut they have hung out for the birds. Books and stories are a firm favourite. Children chose their favourite books and the childminder enhances their understanding and enjoyment of them through the use of story sacks with puppets to help children to tell the story themselves. Children's personal and social needs are well met. The childminder encourages them to interact and socialise with their peers, mindful that for some children this may be difficult. More confident children support their friends in making relationships as they sit happily alongside them helping them to build a train track or play 'pee-po' using a puppet. Self-help skills, such as putting on wellington boots and coats and visiting the toilet independently, are encouraged. The childminder supports children to develop these skills

themselves while sensitively standing close by to offer help and assistance if needed. Although the childminder is able to recognise and support children to enjoy and achieve, planning and observation are not fully embedded. The use of learning journals with photographs and observations is in place for some children. However, the childminder does not always effectively use the Development Matters framework to identify every child's next steps to enable her to ensure that children move forward.

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

Children are safe and secure within the setting as the childminder has effective procedures in place to identify and prevent potential hazards. Children learn to keep themselves safe through discussions and visual aids books, for example, regarding stranger danger. They learn to cross the road using pelican crossings and wear high-visibility jackets when out walking so they are easily seen. Older children know that they must tidy small pieces away before younger children arrive. The childminder talks to the children about using equipment safely, for example, when using scissors or cutting their fruit.

Children's behaviour is managed well and children learn to be responsible for their actions. They adhere to simple, positive house rules which encourage them to be kind and to help each other. They learn good manners and are very supportive and caring of each other. For example, when one child dropped their banana on the floor another immediately offered to share theirs. Children's self-esteem is promoted as the childminder offers continual praise and encouragement. Children's health is promoted as they enjoy healthy, home-cooked meals and snacks of fruit which they help to prepare. The childminder is exceptionally supportive of all children and understands fully their individual personal circumstances and needs. As a result, they develop emotional attachments and feel secure and safe in her care.

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

Children are well safeguarded as the childminder has a good knowledge of the signs and symptoms of abuse and understands her role in protecting the children in her care. She has developed a good network of support with other professionals. She works closely with the local children's centre and school and has been proactive in seeking advice from specialist agencies to enable her to effectively meet children's individual needs. The childminder works effectively in partnership with parents and carers. Systems such as daily diaries, verbal communication and the sharing of learning journeys provide them with information about their child's development and daily routines. A notice board provides additional information regarding the setting. Parents and carers are given a copy of the childminder's policies and procedures before their child starts.

The childminder is well qualified and regularly updates her training to enhance her knowledge and expertise. She implements what she learns into good practice to provide positive outcomes for the children who attend. She regularly reflects on her practice and is able to identify areas for improvement. Equality of opportunity is promoted and all children are welcome in the setting. There are procedures in place to support children and

families where English is not their first language. Children learn about the wider world through activities such as food tasting. However, there are limited resources depicting positive images of diversity available. As a result, their learning in this area is potentially hindered. The childminder is passionate about the job that she does and strives to make her setting an enjoyable experience for the children; where their needs are routinely met and they feel supported and valued.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY444015
Local authority	Walsall
Inspection number	789684
Type of provision	Childminder
Registration category	Childminder
Age range of children	3 - 5
Total number of places	5
Number of children on roll	5
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 that are usually their 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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