

Inspection date	19/10/2012
Previous inspection date	24/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 created a welcoming and stimulating learning environment where children settle in well and make warm relationships with her. A wide range of age-appropriate and accessible resources support all areas of learning.
- The childminder has a good awareness of children's health and safety. She has a well-maintained and safe home which she regularly risk assesses so that all hazards are addressed and children can play and move around safely.
- Partnership with parents is strong and they are kept informed about their child's day through discussion and the sharing of the children's daily diary and development folder. A range of useful information is displayed around the setting.
- Very good use of photographic displays about children's families and events at home help to maintain strong links with parents and encourage children to develop a sense of their own uniqueness.

It is not yet outstanding because

- Opportunities for children to extend their social skills and have different play experiences through meeting other children and accessing their local community are not given a high priority.
- There is room to extend some children's understanding of the importance of taking turns in conversations.

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.

Inspection activities

- The inspector observed child-led play and a physical activity session in the playroom.
- The inspector spoke to the childminder at appropriate times throughout the visit.
- The inspector looked at the children's daily diaries and development folders and a selection of policies, children's details and daily records.
- The inspector spoke with the parents of one child at the setting and took account of parents' views expressed through questionnaires.

Inspector

Diane Ashplant

Full Report

Information about the setting

The childminder was registered in 2001. She lives with her husband in Walsall. The whole ground floor of the house is used for childminding and there is a fully enclosed front garden available for outdoor play. The family has a cockatiel and two cats.

The childminder is registered on the Early Years Register and is currently looking after one child within the early years age range. She walks to local shops and parks.

What the setting needs to do to improve further

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

- support all children to develop the confidence to practise their language skills by explaining why it is important to pay attention and listen while others are speaking
- develop further opportunities for children to extend their play and social experiences by getting to know their local community and learning to be comfortable with meeting new people.

Inspection judgements

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

The childminder has a good understanding of how to support the children's learning and development through offering a wide range of exciting and interesting activities. Her well-planned and excellently resourced playroom invites children to engage and initiate their own play choices from accessible resources which cover all areas of learning. The childminder enables children to play independently, offering suggestions and encouragement to prompt their interest and development. Throughout their play, she challenges children with effective questions while also trying to make learning fun. She uses resources like puzzles and blocks to encourage number and shape recognition, and children's imagination is supported through lots of role play with small world figures and dolls and by dressing up. Children have their own area where they can draw, colour and make marks or can select their favourite book to sit and read in the cosy corner.

The childminder engages children in conversations throughout the day to encourage their language development. When looking through the treasure box, they try and describe how different textures feel or what noises the various animals make. Very good use of posters and displays means that children can go and match words to pictures and point and name the different insects, such as the butterfly. Overall, children's language and communication skills are developing well, although there is room to help older and more confident children understand the importance of taking turns in conversations, so that the youngest children have their turn to speak. Children are comfortable with the childminder and so feel confident to try out new things. They are developing their social skills as they learn to share and to take turns and to help with small tasks, such as tidying away the toys. The childminder recognises how important it is to develop children's sense of their own identity and, therefore, has creatively set up 'all about me' displays for each child which include photos of family, friends and familiar items. This helps children to feel secure and special

as they point to the different photos and try and name those displayed.

The childminder seeks key information from parents about children's starting points so she can plan around their interests and abilities from the start. She organises the day with a balance of free choice and adult-led activities and has long-term plans for activities around festivals and special celebrations. The childminder has established effective planning, observation and assessment systems to monitor children's progress, using 'Development Matters' to ensure their progress is on track and to pick up ideas for extending their learning. She builds up their individual learning journey records using photos, examples of their work and regular observations, from which she identifies children's next steps in learning and shares these regularly with their parents. These demonstrate that children are making good progress and enjoying their time in her care.

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

The childminder has created a welcoming and very stimulating learning environment where children are entranced by the wide range of resources and the many and varied items and displays around the walls. They confidently access toys of their choice as they initiate their own play. For example, they explore the contents of the treasure basket or try on the different dressing up clothes. Children benefit from lots of attention from the childminder as she prefers to keep the group small so she can best meet their individual needs.

Children's health and safety is well promoted as the childminder is fully aware of the importance of clear procedures and routines to support this. She reminds children to be mindful of safety as they play, and to follow the green cross code when outside. She also encourages children to pick up and tidy away toys so they do not present a tripping hazard. The childminder supports children's health well through daily routines, such as reminding them to put their hands over their mouths when they cough to stop the germs spreading. Children also have use of a play area in the garden where they develop their physical skills on the slide and see-saw or have fun playing in the ball pit. They thoroughly enjoy crawling through the play tunnel or jumping across the circles on the mat, and are encouraged by the childminder to extend their skills and try out somersaults or balancing on one foot. Children have access to drinks at all times and are encouraged to eat healthy snacks, such as fresh fruit and raw vegetables.

The childminder mainly concentrates on caring for pre-school children and provides them with lots of attention and engagement to stimulate their interest and learning. Most of the day centres around a balance of children's free play and adult engagement within the home. Although children enjoy going out to visit the park and the shops, opportunities for them to extend their social skills and play experiences within the local community, through such things as attending other groups, are not fully maximised. As a result, children are not always gaining as much as they can in relation to learning to socialise with new people.

Children make warm relationships with the childminder and, as there are usually no more than two children present, they are developing their social skills in preparation for school

as they are encouraged to share and take turns. They are supported and encouraged by the childminder in their toilet training and in being independent in their self-care, such as dressing themselves.

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

The childminder has a strong commitment to improving her service and updating her knowledge, and does this through regular training and keeping good links with her development worker. She has addressed all the recommendations from the last inspection, focusing on her understanding of the observation and assessment process and also exploring different methods of involving parents in their child's day. She routinely reflects on her practice and makes adaptations, for example, to the learning environment to provide a wide and more interesting selection of resources and displays. She has completed the self-evaluation form and regularly consults with parents, both informally and via the use of questionnaires, to seek their views on her service and their child's care and development.

The childminder has a good understanding of her role and responsibilities for recognising and passing on significant concerns about a child, and has attended recent training in this area to heighten her awareness. She has a clear policy, which she shares with parents, and has in place most of the procedures to further safeguard children's welfare, such as safe collection and gaining all necessary information and consents from parents. She has a good awareness of how to promote children's health and safety and carries out both visual and written risk assessments to ensure children can play and explore confidently in a safe and suitable environment.

The childminder has decided to mainly concentrate on caring for pre-school children and provides them with lots of attention and engagement to stimulate their interest and learning. Although she has had no experience of looking after children with more specific needs, she knows the importance of liaising with parents and other professionals to develop her confidence and knowledge in providing the right support. Partnership with parents is working well and the childminder recognises the importance of involving them in their children's day. She provides a friendly and approachable service and supports an easy and relaxed settling-in period by getting as much information as possible about children's routines, likes and dislikes. This is then clearly recorded in the 'all about me' section of children's development folders. Useful information is displayed on the walls and regular discussion and the sharing of the daily diary ensure strong links with parents are maintained. The childminder has created a development folder for each child and routinely shares this and her observations with parents, seeking their comments and suggestions on how she can further support their child's development.

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	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	260859
Local authority	Walsall
Inspection number	818580
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	3

Number of children on roll	1
Name of provider	
Date of previous inspection	24/02/2009
Telephone number	

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Type of provision

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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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Piccadilly Gate
Store St
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M1 2WD

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