

<b>Inspection date</b>	14/11/2012
Previous inspection date	26/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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's commitment to continuous improvement of the resources, environment and her professional skills are key strengths. Priorities for development are identified and acted on to promote a good quality education for children.
- The childminder plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning.
- The children are provided with good quality toys and equipment appropriate to their age and stage of development. They clearly benefit from a stimulating and warm atmosphere, so they are eager to join in and show interest in what is available.
- The children are well-behaved and form positive relationships with adults and peers. They have a good awareness of right and wrong, responding positively to guidance from the childminder and her assistants. Children are encouraged and praised, and their efforts are acknowledged appropriately.

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

- Partnerships with other providers delivering the Early Years Foundation Stage, to ensure children's progression and continuity of learning, have not been fully established.
- Opportunities that enable children to have their learning extended during sand and water play are not fully embraced.

## 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 observed activities in the three playrooms and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jasvinder Kaur

## Full Report

### Information about the setting

The childminder has been registered since 2004 and works with two assistants. She lives with her husband and two children aged 12 and nine-years-old in Oldbury, West Midlands. She visits the local shops, schools and a park on a regular basis. The whole of the ground floor of the property and first floor bathroom are used for childminding purposes. There is

a fully enclosed garden available for outside play. The family has a wide range of pets, including small reptiles, cats and rabbits.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She currently has 11 children on roll in the early years age group, who attend for a variety of sessions. She also offers care to children aged over five years.

The childminder collects children from the local schools and pre-school settings. She attends local playgroups with the children. She is a member of an approved childminding network. The childminder holds an appropriate early years qualification to level 3 and is a member of the National Childminding Association.

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

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

- encourage children's thinking by extending their experiences, such as when exploring and investigating in the sand and water
- extend the relationship with other providers to support children's progression and continuity of learning towards the early learning goals.

### **Inspection judgements**

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

The childminder and her assistants have high expectations of children based on accurate assessment of children's skills on entry to the setting. They have a good understanding of implementing the Statutory Framework for the Early Years Foundation Stage. The childminder has established a good system to observe and assess children's play. This helps her plan activities that meet their next steps in learning, sustain the progress they make and quickly close any identified gaps in learning. Children are provided with good play opportunities to help them make progress across all prime and specific areas of learning and development. Children's individual interests, preferences and ages are taken into account in the planning. Good maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners.

Children's learning and competence in communicating is well supported. They extend their vocabulary and phonic knowledge by sharing their thoughts and developing reading and

writing skills throughout the session. For example, they recognise the letters of their name and link sounds to letters, naming and sounding the letters of the alphabet. The childminder helps the children effectively through play, including singing, story sessions and threading together letters or numbers. Access to book areas, the local library and computers supports children's literacy skills. Children enjoy writing their names using glitter and feathers. There is a good range of resources available to increase their writing skills, including paper, paint, crayons, chalks and pencils, as well as making marks in the sand. Excellent resources in the garden help children to develop their physical skills, including climbing, stretching, sliding, balancing and catching. Children regularly play at their local park, go for walks in the area and walk to and from school. All through the day, plenty of indoor opportunities are provided for toddlers and older children to enhance their skills of coordination, control, manipulation and movement.

Through daily routines and play, the children develop an understanding of number and shape. They match and sort shapes and colours, sing number rhymes and count everyday objects in their surroundings. At lunch time they are encouraged to count and solve number problems, such as how many sandwiches and grapes they have and how many are left if they eat three. A good variety of colouring materials and a selection of resources are supplied to help children develop their creative skills, including making collages and decorations for the Christmas tree. However, the childminder does not always fully extend children's learning as they explore and investigate in the sand and water.

The childminder encourages children to understand and respect the values and differences of others, as they celebrate festivals all through the year, including Diwali, Easter and Christmas. Ample resources are available depicting positive images of diversity. Children show interest in the world around them while taking part in activities, such as visiting different parks and other amenities and learning about nature and wildlife.

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

The childminder effectively promotes children's personal, social and emotional well-being through interesting opportunities. Children feel safe, are confident and benefit from good child-to-adult ratios, as the childminder works regularly with her assistants. An effective key person system results in children, including toddlers, making secure attachments to the childminder and her assistants. Good interaction enables all children to be involved enthusiastically in activities and in selecting resources. They have good access to a stimulating range of toys and equipment. This motivates children to play with an increasing level of independence, which means they can use equipment imaginatively and follow their natural curiosity as learners.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the home. They make a helpful contribution to the setting, as they take part in self-chosen activities and spontaneously assist the childminder with small tasks, such as tidying up toys when they have finished playing with them. They show care towards animals, as they feed the childminder's pets and gently stroke them. Their social skills are supported as they take part in group games and visit the local toddler group or other childminding settings. They learn to keep themselves safe through practical daily

routines and the childminder's guidance. For example, they are taught how to cross the road safely and are reminded during play of house rules which concern safety. The childminder provides appropriate support to prepare children for transitions to other settings through talking and relevant play opportunities.

The childminder supports children well in developing an understanding of the importance of physical exercise and a healthy diet. Children adopt good personal hygiene routines, including washing hands before eating and after using the toilet or handling the pets. They understand why they need to wash their hands, as the childminder explains about germs. Nourishing options, such as fresh fruit and vegetables are offered at snack and lunch times. They all enjoy sandwiches, yoghurt and grapes in a social and relaxed atmosphere. A water container is readily accessible for all children to help themselves, and the childminder has arranged for them to have free milk every day.

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

The childminder has implemented a rigorous and effective system of self-evaluation. It includes listening carefully to the views of children, parents and her assistants. The active involvement of parents is encouraged through questionnaires to elicit parental views and preferences. All actions and recommendations raised during the previous inspection visit have been met successfully. The childminder attends various relevant courses and has attained a level 3 qualification in Early Years. She is currently studying for a Foundation degree. Consequently, she has a secure knowledge of the revised educational programme to ensure a broad range of experiences are provided to help children progress towards the early learning goals. All required documentation has been updated and shared with parents to help meet the children's needs.

The children are protected from harm or neglect because the childminder and her assistants have a good knowledge and understanding of their role in safeguarding. All adults within the provision have undergone effective vetting procedures. They have attended the relevant training and are able to put appropriate procedures into practice should they have concerns about a child. The childminder conducts effective risk assessments and takes action to manage or eliminate hazards to ensure safety indoors and outside. This includes handling her pets, for which she has parental consent. All areas within the home are safe and secure. Inclusive practice is well promoted. Children are valued as unique individuals, and support is offered according to their individual needs. The childminder's association with the area professionals, including speech therapists, allows her to seek advice to ensure children get the support they need.

The premises are very welcoming to both parents and children, with a wealth of displays of children's artwork, colourful posters and information for parents. This contributes to children's well-being. Parents are well-informed about the service provided. For example, they receive a welcome pack that consists of the setting's written policies and procedures. Their child's day is discussed and daily diaries, and learning journals are shared regularly. The parents report that they are very happy with the care and education their children receive. They add that they feel more relaxed at work because they know their child is 'in

safe hands'. However, the childminder's partnerships with other providers delivering the Early Years Foundation Stage, to ensure children's progression and continuity of learning, have not been fully established.

### 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

<b>Unique reference number</b>	EY290359
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	820076
<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>	15
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/02/2009
<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 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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