

Inspection date

22/11/2012

Previous inspection date

04/04/2011

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

- Children are very settled and at ease with the childminder in her home. They are welcomed as part of the family, which parents greatly appreciate.
- Children make good progress as the childminder clearly observes and records their development in all seven areas of learning and plans the next steps for their attainment.
- Children enjoy a range of activities designed to promote their communication and language through singing, repeating words and phrases and developing listening skills through play.
- The childminder supports children in becoming independent and well-behaved individuals, who understand the importance of leading healthy lifestyles and keeping safe.

It is not yet outstanding because

- The childminder has not fully considered using some non-verbal systems for communication, such as simple sign language, in order to further enhance younger children's communication skills.
- The childminder provides fewer opportunities for children to engage in activities that are linked to some of their individual interests, such as, construction, taking things apart and mending them.

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 practice and interaction between the childminder, her assistant and the children.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of some written views and comments from parents, recorded in children's developmental records.
- The inspector examined a range of documentation, including records to ascertain the suitability of members of the family, training, children's records and policies and procedures.

Inspector

Patricia Webb

Full Report

Information about the setting

The childminder was registered in 1993 and works with her child, who acts as an assistant. She lives with her adult family in Coseley, near Bilston. The whole of the ground floor of the home is used for childminding, with toilet facilities on the first floor. There is a

fully enclosed rear garden for outdoor play. She attends a childminder group and the local children's centre. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 14 children on roll, of whom nine are within the early years age range. Children attend for a variety of sessions. The family has a pet dog and some guinea pigs. The childminder is a member of the National Childminding Association and her assistant holds a childcare qualification at level 3.

What the setting needs to do to improve further

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

- build further on the children's interests and ideas, helping them to see new possibilities in their play, particularly with construction and discovering how to fix things
- improve inclusive practice further by supporting children in using a variety of communication strategies, including signing and pictorial prompts, where appropriate.

Inspection judgements

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

Each child is well supported in making good progress in all seven areas of learning. The childminder works very effectively with her assistant to plan and deliver a range of activities and experiences that support each child in their learning and development. The childminder has developed her skills in observation and assessment, ensuring that parents are fully involved in the journey their children are on, as they gain skills and attitudes for future learning. The childminder is aware of each child's level of ability and interest at the point when they start with her. Parents supply a wealth of information about children's routines, interests and needs, all of which is used effectively by the childminder to get to know the children's individual characters. For example, she knows which of the children are quieter or less confident when unfamiliar adults are around. She reassures the children by introducing the visitors to them, helping them to feel settled and secure. Parents reflect their appreciation of the work of the childminder by contributing to the developmental records. Comments include 'She's a fantastic childminder'; 'My child's confidence is growing and the childminder understands their needs'; 'Knowing that my child is safe and

happy is priceless'.

The childminder works closely with her assistant and together, they offer children a varied and interesting range of activities, often joining them in their play. For instance, the childminder is invited by a child to try out the rocking horse and much laughter follows as she demonstrates that she is a 'bit too big' to ride the toy. Another child is supported in sorting out the toy animals and dinosaurs in small world play. The child shows the childminder and other adults, pointing out the favourite animals, and becomes absorbed in moving them from the doll's pram to the hidden storage in the sit-and-ride police car.

The childminder talks constantly with the children, asking questions to extend their thinking and getting them to repeat words and phrases. Together, they all thoroughly enjoy a singing session, with 'Twinkle, Twinkle, Little Star' being sung with gusto and accompanied by some gestures. Children look forward to their favourite musical DVD as they sing along and copy the antics of 'Funky Monkey'. The childminder's assistant has some experience of using sign language, such as Makaton. However, the childminder has not fully considered how the use of such strategies would contribute to effective communication, particularly where language is developing or for children where English is an additional language.

Highly effective developmental records show that the childminder and her assistant are referring to 'Development Matters in the Early Years Foundation Stage' to assess how well children are progressing. However, a child who enjoys building and 'fixing things' does not have this interest fully extended. For example, although, the child plays with basic construction sets, there is scope to improve their access to simple engineering play kits or some old pieces of equipment to take apart and 'mend'.

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

Children form very close bonds with the childminder and with her assistant. They form secure attachments and are encouraged to develop independence and attend to their self-care needs. The childminder is aware of how such skills and opportunities help children in preparing for some of the next 'big steps' in their lives, such as coping with separating from their parents on arrival and preparing for attendance at nursery or school. The childminder is aware that some children struggle with changes to routine and so keeps to a similar weekly programme of home-based play and visits to local groups and some commercial play venues. Such outings also promote children's social skills and their understanding of safety, such as wearing the correct seat belts when in the car and taking care when crossing the road when walking.

Children show very well-developed abilities to relate to each other as well as to the adults. When a child becomes shy and withdraws slightly, another child shows care and concern, telling the childminder that they are going to see if their friend is alright. The childminder praises the child for being so kind and thoughtful, developing self-esteem and reinforcing the consideration shown. As an experienced carer, the childminder manages children's behaviour instinctively and sensitively. She discusses any concerns with parents to ensure a consistent approach is used to promote acceptable behaviour.

Children tuck into their home-cooked meals and enjoy their nutritious snacks. The childminder varies their eating experiences, as they sometimes sit on the floor and enjoy a picnic, or join each other at the table, to hone good manners and social skills. Dietary needs and preferences are discussed with parents and any specific needs are followed with care to help keep children fit and healthy. There is a wide selection of toys and resources available for the children, much of which they can access quite freely. As dressing-up is a favourite choice, these resources are left out most days as they develop their imagination and role play. Children delight in showing visitors photographs of themselves and their friends celebrating Halloween, dressed as ghosts and skeletons. The childminder ensures that positive images of various cultures and abilities are readily provided within the resources, including dolls, small world figures and books. Using the resources effectively, the childminder ensures that children become aware of diversity in their world and consider the differences in society in a positive way.

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

The childminder has made significant improvement since her last inspection. For instance, she has reviewed the risk assessment process and records her checks to identify and minimise hazards to children both on and off the premises. She has embraced the revised Statutory Framework for the Early Years Foundation Stage and is delivering a good range of activities and experiences to promote children's learning and development. Planning is very flexible to take account of children's differing moods, temperaments and ideas, so that they enjoy their time with her.

Children are effectively safeguarded because the childminder is fully aware of her role and responsibilities to protect those in her care. She has recently updated her knowledge by attending a child protection course and shares her clearly written policies and procedures with parents, so that they are fully informed of her duty of care. She has also sought out specific training to raise her awareness of children with autism, in order to be more informed when considering individual children's development and learning. She works positively with parents, noting children's likes and dislikes and all of the routine information that enables the childminder to identify and meet individual needs.

The childminder is using self-evaluation to ensure that improvements are made and is starting to include the views and comments from parents in this to further improve outcomes for children. Equality of opportunity is promoted as every child and their family are welcomed into the setting. The childminder has strong partnerships with other providers to ensure relevant information is shared in a professional way. This helps to promote continuity in children's learning experiences.

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
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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	257243
Local authority	Dudley
Inspection number	818543
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	04/04/2011
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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