

Inspection date

03/12/2012

Previous inspection date

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

- The childminder has good teaching skills and understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children, including young babies.
- The children are provided with good quality toys and equipment appropriate to their age and stage of development. They are eager to join in and show interest in what is available in a stimulating and warm atmosphere.
- All children are content and comfortable, displaying a strong sense of belonging and forming positive relationships with peers and the childminder.

It is not yet outstanding because

- Opportunities to enable children to have their learning extended through sand and water play are not fully embraced.
- The childminder is not consistent in her approach to encouraging children to wash their hands before eating.

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 two play rooms.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 11 and eight-years-old in Oldbury. The whole of the ground floor of the property and first floor bathroom are used for childminding purposes. There is a fully enclosed patio available for outside play. The family has a pet rabbit.

The childminder takes and collects children from the local schools and pre-school settings. She attends a toddler group with the children.

There are currently three children on roll in the early years age group who attend for a variety of sessions. The childminder also offers care to children aged over five years. She is open all year round from 7am to 7pm Monday to Friday except for family holidays.

What the setting needs to do to improve further

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

- extend effective learning by providing children with opportunities to use their skills and explore concepts and ideas through sand and water play
- promote children's health by encouraging them to wash their hands before eating.

Inspection judgements

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

The childminder has established a good system for observing and assessing children's play in order to plan activities which meet their next steps in learning. Children are provided with good play opportunities which helps them progress across all areas of learning and development. Children's individual interests, preferences and ages are taken into account in the planning of activities. Good maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. The children who attend are valued as unique individuals and support is offered according to their individual needs.

The childminder engages effectively with children, involving them in conversation and promoting their language and communication abilities. Children extend their vocabulary by sharing their thoughts and experiences using past, present and future forms accurately. These skills are enhanced through story and singing sessions, making marks and writing for different purposes, and reading and writing their own names. Babies take pleasure in making and listening to a variety of sounds, including communicating with older children and familiar adults in social interaction.

Children develop understanding of number and shape through daily routines and play, such as matching and sorting shapes and colours, singing number rhymes and counting everyday objects in their surroundings. They compare shapes and lengths and can work out that two half circles make one full circle. They have good fun as they play music and invite the childminder to dance with them or take part in imaginary play as they pretend to be a doctor or a cook. A good variety of colouring materials and a selection of resources are supplied to help children develop their creative skills, including making collages. However, opportunities to use their skills and explore concepts and ideas through sand and water play are limited. There is a good selection of resources to develop children's early technology talents, including learning how to operate programmable toys.

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 local amenities and learning about nature.

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

The children are engaged and contented in the childminder's house because she creates a relaxed environment in which children easily settle. Hence they establish a positive relationship with the childminder, showing their fondness for her by sitting on her lap for comfort, involving her in their imaginary play or chatting to her as a friend. The resources are easily accessible at low-level and this ensures children have independence in selecting toys, thus supporting children's self-confidence.

Children's health and well-being is a priority. The childminder provides good opportunities to engage in a wide range of physical activities, both indoors and outdoors. Children go out in the fresh air and take part in physical play at local parks and toddler groups. The childminder organises the environment to enable babies to be active and improve their abilities in coordination, control and movement. Children develop self-care skills, for example telling the childminder when they are hungry, tired or need to use the toilet. They make healthy choices at lunch and snack times and talk about which food they like or dislike. However, the childminder is not consistent in her approach to encouraging children to wash their hands before eating. This means their understanding of the importance of basic personal hygiene is not fully promoted.

Children are encouraged and taught to be safety-conscious without being fearful. For example, they learn about possible hazards both indoors and outdoors and the Green Cross Code. They also take part in regular fire drills. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from the childminder. They are encouraged and praised and their efforts are acknowledged very well. They make a helpful contribution to the setting, as they take part in self-chosen activities and enjoy assisting the childminder with small tasks, such as tidying up toys. The

childminder provides appropriate support to prepare children for transition to other settings through talking and relevant play opportunities.

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

The childminder monitors and evaluates her practice robustly, thus ensuring that improvements are made which promote children's welfare and learning. She is motivated to enhance her childminding environment, practice and the space available. She continues to update her professional skills by attending a number of training courses and workshop sessions. 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. She has incorporated children's profiles into the careful monitoring of their progress.

Evaluation of the setting includes listening carefully to the views of parents and children and seeking advice from her mentor. The active involvement of parents is encouraged through questionnaires to elicit parental views and preferences. The childminder receives ongoing support from the local authority. Consequently, realistic and achievable targets have been adopted to improve the provision for children. All records and written policies and procedures are well maintained and shared with parents.

Children are protected from harm or neglect because the childminder has a good knowledge and understanding of her role in safeguarding children. The childminder is able to take the appropriate steps should she have concerns about a child. The childminder conducts comprehensive risk assessments and takes action to manage or eliminate hazards in order to ensure children are safe indoors and out. All areas within the home are safe and secure.

Children's development is shared regularly with parents through learning journals. Parents are also informed of activities through daily diaries and verbal communication. They share what they know about their child and become actively involved in their child's learning. The childminder provides activities which parents and carers can pursue with their child at home to ensure progression and continuity of learning. Parents report that they are very happy with the care and education their children receive. They describe the childminder as 'excellent', 'brilliant in helping with keeping the consistency from home', and they consider the childminder as a 'friend'. The childminder demonstrates a good knowledge of how to develop partnerships with other professionals, such as local school and nursery staff, in order fully to promote continuity and progression. She provides relevant story books and talks with children about school routines and uniforms for them to become familiar with the changes and support a smooth transition.

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	EY446832
Local authority	Sandwell
Inspection number	802344
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
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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