

Inspection date	10/12/2012
Previous inspection date	04/02/2010

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 plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning towards the early learning goals.
- Within the provision, the childminder organises space and resources well, enabling children to feel safe and participate in activities in a secure environment.
- Children's personal, social and emotional development is well supported. Thus they are happy, form positive relationships and show good levels of enjoyment and achievement.
- The childminder is committed to improving the quality of education and care through continuous self-evaluation. Consequently, children settle well and are involved in a range of activities which they enjoy.

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 does not fully support children's mathematical skills through creating opportunities for them to count to 10 and beyond.

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 playroom.
- 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.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 12 and seven years. They live in the Bearwood area of Smethwick. The whole ground floor of the property is used for childminding. First floor rooms are not used, except for access to the bathroom. There is a fully enclosed garden available for outside play. The family has a pet cat.

The childminder currently has five children on roll in the early years age group who attend for a variety of sessions. She also cares for children over five years.

The childminder attends a toddler group and visits the library, local woods and activity centres. She collects children from the local schools and pre-schools. She supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- support older children's mathematical skills by creating opportunities for them to count to 10 and beyond
- extend effective learning by providing children with opportunities to use their skills and explore ideas through sand and water play.

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 implementing the revised Early Years Foundation Stage framework. She plans purposeful play for all age groups to cater for the needs of individuals in the prime and specific areas of learning and development. Effective skills of observing and assessing children's play help the childminder to plan activities appropriately. She uses her findings effectively for individual children's next steps in order to set them positive challenges.

Children become aware of their local community and are able to interact with other children, as the childminder arranges visits to a variety of pre-school settings, parks and a library. Their communication and social skills are enriched as they also visit other childminders in the area and attend a regular music group. The childminder's positive interaction, within activities, such as story and singing sessions and mark making further support children's skills. Toddlers begin to show some control in their use of tools and equipment. They happily repeat words or use signs and gestures to convey messages. A selection of resources and activities are provided to help children explore and develop their creative skills, for example, different brushes to paint and materials for making collages. There is a good selection of resources to develop children's early technology talents, including pretending to make a video film and learning how to operate a computer and other electronic toys.

Creating and listening to music supports children's talents, along with experiences including decorating glass jars. However, opportunities to use their skills and explore ideas through sand and water play are limited. Children develop an understanding of number and shape through daily routines and play. For example, they match and sort shapes and colours, sing number rhymes and count everyday objects in their surroundings. However, there are limited opportunities for older children to develop their mathematical skills, by counting to 10 and beyond. A good range of both indoor and outdoor physical activities contributes to a healthy lifestyle. Children are engaged in a wide range of activities requiring hand-eye coordination and show increasing skill in using construction sets. Children walk to school and local amenities, including a wood, on a daily basis. They regularly take part in physical play at their local park and pre-school settings, so helping to develop their physical skills.

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 for development. She supports and encourages children to develop in confidence. Consequently, they show an interest in the activities available and relate well to the childminder. They receive warm and positive attention from the childminder, who spends time talking to and actively playing with them. They clearly enjoy the childminder's company, as her approach to them is calm and friendly. They sit alongside her and take part in a variety of activities with interest. This includes playing with an aeroplane, finding words on flash cards and making their own sandwiches. The childminder provides appropriate support to prepare children for transition to other settings through talking, reading relevant stories and play opportunities.

The childminder deploys toys and resources well to provide free choice and encourage children's independence in participating and exploring the environment with curiosity. She teaches and encourages children to be safety-conscious without becoming afraid. For example, they take part in regular fire drills and learn about road safety through themed projects. They develop a good understanding of healthy eating, as they enjoy nourishing options, including fresh fruits offered to them at snack and meal times, and a variety of freshly cooked healthy foods. Drinks are readily accessible for all children throughout the session to ensure they are hydrated appropriately. Children know why they need to wash their hands before eating and after using the toilet. They are happy and confident, as the childminder values their individuality and praises their good behaviour. Her approach to the children is calm and consistent. They are well-behaved and have a good awareness of right and wrong, responding positively to guidance from the childminder.

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

The childminder demonstrates good knowledge and clear understanding of her responsibility to report any concerns to the Local Safeguarding Children Board. She has completed a relevant course to supplement her knowledge. Relevant policies and procedures mean that parents understand the duty of the childminder to protect children. Effective vetting procedures ensure the suitability of all adults having regular contact with

children within the provision. The environment is secure, and detailed risk assessments confirm that the childminder carries out checks to eliminate risks both around the home and for proposed outings.

A robust system to monitor and evaluate practice enables the childminder to identify targets effectively for further improvement. The evaluation of the setting includes listening carefully to the views of children and parents. The childminder is proactive in accessing training to continually improve her knowledge and skills. Consequently, she has a secure knowledge of the revised educational programme. She therefore ensures that she provides a broad range of experiences to help children progress towards the early learning goals. The childminder has met all actions and recommendations raised at the previous inspection visit. She updates and shares all required documentation with parents to meet the children's needs.

A two-way exchange of information to share children's profiles and discuss their achievements regularly with parents ensures that children's needs are met. Parents are encouraged to be involved in their children's learning through regular questionnaires and daily notebooks. The childminder works well in partnership with other professionals. She meets with the local pre-school staff to discuss individual children in order to fully promote continuity and progression in children's learning and development.

The childminder has a good knowledge of each child's background and needs. Her association with other professionals allows her to seek advice to ensure children get the support they need. All children's welfare needs are met, and they achieve irrespective of their abilities or backgrounds. The childminder makes available an extensive selection of materials depicting positive images of diversity to help children understand and respect the values of others. Celebrating different festivals all through the year, visiting religious places, linking artwork and tasting foods enhance children's awareness of the wider world and diversity. For example, while celebrating Hanukkah and Diwali children learn specific words, read relevant stories, taste oriental foods and make cards and collages relevant to these festivals.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY319114
Local authority	Sandwell
Inspection number	820503
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6

Number of children on roll	5
Name of provider	
Date of previous inspection	04/02/2010
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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Piccadilly Gate
Store St
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M1 2WD

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