

**Inspection date**

Previous inspection date

19/12/2012

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**

- Children feel happy and secure as the childminder develops warm, caring relationships with them.
- Children make good progress in their learning as the childminder has a good understanding of their next steps in learning and individual learning styles.
- Children's welfare is promoted effectively as the childminder has good hygiene routines in place.

**It is not yet outstanding because**

- Opportunities for parents and children to comment on self-evaluation are limited, which means that the childminder is not always aware of strengths and weaknesses of her practice through the eyes of the parents and children.
- Parents do not have enough opportunity to contribute to children's developmental records. This has an impact on children's learning and development because the childminder is not fully aware of achievements that have occurred in the home environment.

## 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 looked at planning and assessment documentation.
- The inspector observed a planned activity to support small physical development.
- The inspector looked at a range of policies, documentation and certificates.

## Inspector

Jacqueline Hardie

## 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 three children aged one, 11 and 12 years in West Bromwich. The whole ground floor of the house and the rear garden are used for childminding.

The childminder attends a childminding group and visits the local shops and park on a regular basis. She collects children from local schools and pre-schools. There is currently one child on roll who is in the early years age group and attends for a variety of sessions. The childminder operates all year round from 7am to 6pm 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:**

- share learning and development records more regularly with parents to involve them fully in their children's learning
- build on self-evaluation by incorporating the views of parents and children to further assist in identifying areas for further improvement.

## **Inspection judgements**

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

Children make good progress from their starting points as the childminder has a good understanding of the Early Years Foundation Stage. She demonstrates a clear understanding of the prime and specific areas of learning and this ensures that a meaningful curriculum is delivered that is developmentally appropriate for the children. The childminder regularly observes children and their next steps for learning are clearly identified on individual daily plans. This guarantees that children's learning and development is well supported and significant for every child.

Children develop a sense of pride in their own achievements because the childminder produces individual developmental records. These contain a range of information, such as observations and annotated photographs. However, there are limited opportunities for parents to comment on their children's learning and development. This means that children's achievements that have occurred in the home environment are not consistently shared with the childminder.

Children have access to a range of resources that they independently access and which support the seven areas of learning. Their communication and language skills are supported well. For example, the childminder takes the children to visit the local library so that children can select books that are based on their interests. The children can look at these books independently and also listen to stories read by the childminder, and this supports their speaking and listening skills effectively. Throughout the setting the childminder labels key areas, for example, the fridge and the table. This supports children's first stages of reading as they become aware that print carries meaning.

Children's mathematical development is supported well as the childminder encourages the use of mathematical language through play. For example, she encourages the children to

count the cutlery on the table as they eat their snack. This helps them to understand numbers and match numerals and quantities correctly. Children also have the opportunity to explore colour as they mix paints. The children notice how colours change when they are mixed together. This helps to support their development of expressive arts and design.

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

The childminder develops good relationships with the children and they are happy and secure in the setting. They have created strong attachments with the childminder, who knows each child very well and meets all their welfare needs competently. The childminder has a well-established settling-in process that supports children to feel safe when they are left alone in her care. This gives the childminder, parents and children time to get to know one another and feel comfortable.

The behaviour of the children is good. The childminder treats the children with care and respect, and as a result they are happy and are well mannered. Children's personal, social and emotional development is supported well, as the childminder works closely with parents and uses age-appropriate methods, such as reward stickers, to encourage positive behaviour. Children are encouraged to become independent. For example, the childminder encourages them to put on aprons independently before painting. These skills help to prepare the children for school.

The childminder helps develop the children's awareness of safe practices. For example, they take part in weekly fire evacuation drills and children clearly point out the safety meeting point. This helps to develop children's understanding of keeping safe. Children are provided with healthy snacks and meals. Fresh drinking water is readily available throughout the day. Children are encouraged to wash their hands and brush their teeth regularly. This reinforces their understanding of a healthy lifestyle. They have plenty of opportunity for fresh air and exercise. For example, the children go to the local park on a daily basis where they access equipment, such as swings and slides. The childminder also provides physical play resources indoors. This helps to support the development skills of climbing and balancing. The children are given opportunities to handle equipment and tools effectively through independent access to mark-making equipment. This helps to support children's progress in holding pencils correctly for writing.

The childminder has close links with the local primary school. Information is shared between the childminder and the class teacher. This ensures the children's needs are always being supported. The childminder talks daily with parents regarding how their children have been at home and if there are any changes to their daily routine. This means their needs can be met and any parental wishes are followed.

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

The childminder has a clear understanding about her role and responsibilities with regard to the requirements for safeguarding, welfare, learning and development. She has a clear knowledge and understanding of safeguarding children. For example, the childminder

accesses regular training in this area. This helps to keep her up to date on the latest legislation and ensures that she is aware of the signs and symptoms of abuse. This means the children are safeguarded well. In addition, the childminder implements risk assessments and daily checks to make sure that all child-accessible areas are safe.

The childminder's commitment to continuing her professional development means that she is able to remain up to date with changes in legislation. For example, she is about to begin her level 3 qualification in childcare. This ensures that children are well supported in their learning and development. All required documentation is in place and stored securely, and confidentiality is respected at all times. The childminder has a range of relevant policies and procedures, which are implemented in practice and shared with parents in order to keep children safe and secure. She takes the time to observe and assess children's learning to make sure that the educational programmes she plans provide challenge and fun. As a result, all children are making good progress and attaining success at expected levels.

The childminder develops positive partnerships with other childminders in the area. They meet on a regular basis to share expertise, and advice is also readily available from the local authority. This ensures that the childminder continually strives for improvement, which has a positive impact on the care and learning for the children. The childminder highlights key strengths and areas for development through ongoing self-evaluation. However, she has not provided the parents and children with the opportunity to contribute to this ongoing evaluation. This prevents them from commenting on areas for further improvement.

There are no children currently on roll with special educational needs and/or disabilities or who speak English as an additional language. However, the childminder demonstrates through discussion her ability to work with other professionals in the best interest of each child. She talks with parents regularly and uses questionnaires to obtain their views about the service she provides.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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>	EY443907
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	889141
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 1
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1

**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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