

Inspection date

Previous inspection date

07/01/2013

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 a secure understanding of the Early Years Foundation Stage. She makes good use of her observations to plan the next steps in children's play, learning and development.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively.
- The childminder creates a warm and welcoming environment. Therefore, children are content and comfortable, displaying a strong sense of belonging and forming positive relationships with peers and the childminder.
- The childminder is dedicated to making continuous improvements in order to provide quality care and education to all children.

It is not yet outstanding because

- Opportunities for children to advance their mathematics and reading skills have not been fully embraced. This includes not always supporting children in developing their thinking in respect of comparing different sizes and weights. The childminder does not always provide independent access to the books supplied.

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 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 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 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 four children aged one, six, eight and 13 years. The family lives in West Bromwich, West Midlands. The whole of the ground floor, bathroom and a bedroom on the first floor are used for childminding. The second floor is not used for childminding. There is a fully enclosed

garden available for outside play. The family has a dog, cat and two guinea pigs.

The childminder currently has two children on roll in the early years age group who attend for a variety of sessions. She is able to take and collect children to and from local schools and pre-schools and makes use of local facilities, such as toddler groups, parks, shops and library.

What the setting needs to do to improve further

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

- increase opportunities to further support children's thinking in respect of comparing different sizes and weights
- create an attractive book area where children can access the books independently and enjoy reading.

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 to observe and assess children's play in order to help her plan activities which meet their next steps in learning. Children are provided with good play opportunities to help them make progress across all prime areas of learning and development. Planning of activities considers children's individual interests, preferences and ages to support learning. Mostly the good maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. However, there is scope to improve access to books to fully support children's reading skills.

The childminder supports children's learning and competence in communicating well. Children talk freely with peers, the childminder and visitors. They use language to share their experiences and thoughts during play, for example, 'I have found some treasure'. Children recognise the letters of their names and link sounds to letters, naming and sounding the letters of the alphabet. The childminder helps the children effectively through play, including singing and story sessions. Children visit their local library regularly and attend a music session at a pre-school setting. 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 sand and soil.

Children use their imagination and express their thoughts whilst using a wide variety of art materials to develop their creative skills. A range of texture experiences, including hand printing, clay, rice, natural materials and water and sand, encourages children's talents. Children develop understanding of number and shape through daily routines and play, such as matching and sorting shapes and colours. The childminder uses opportunities well for spontaneous counting and solving number problems. However, children's thinking in respect of comparing different sizes and weights is not fully supported through play. 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. They grow and take care of flowers, herbs, fruit and vegetable plants. They use a globe and a world map to find places and countries. Children are well supported in developing basic technology skills regarding how to operate simple equipment and programmable toys including cameras and magnets.

The childminder encourages children to understand and respect the values and differences of others, as they celebrate festivals all through the year, including Diwali and Christmas. Sufficient resources and displays are available depicting positive images of diversity. The childminder regularly shares children's learning and development with parents through learning journals, daily diaries and verbal communication. She encourages parents to 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.

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. Consequently, children, including newcomers, feel secure in their relationships with their peers and the childminder. All children are contented and confident in familiar surroundings, as the childminder is sensitive to their needs and interests. Activities including group games, free play and visiting local amenities and pre-school settings enhance children's social skills. They behave well, demonstrating an understanding of the set boundaries and expectations within the home, responding positively to guidance from the childminder. Her approach to the children is calm and constructive. She values their individuality and praises their good behaviour. During play and daily routines, the childminder teaches and encourages children to be safety conscious without being fearful. For example, they learn about 'stranger danger' and road safety, and take part in regular fire drills.

The childminder is able to provide appropriate support to prepare children for transition to other settings through discussion and relevant play opportunities. A good range of both indoor and outdoor physical activities contributes to a healthy lifestyle. Children regularly play at their local park, go for walks in the area and walk to and from school. They develop a good understanding of healthy eating, as they enjoy nourishing options, including fresh fruit and vegetables. They enjoy sandwiches, melon, grapes and drinks in a social and relaxed atmosphere. Children adopt good personal hygiene routines, including washing hands before eating and after using the toilet. They understand why they need to wash their hands, as the childminder explains about germs. They develop self-care skills,

for example, putting on their own shoes and coats before going out in the garden or attending to toileting needs.

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

The childminder is dedicated to making continuous improvements in order to provide quality care and education. She promotes children's care and education well, as she is motivated to enhance her childminding environment and practice. She continues to update her professional skills by attending a number of training and workshop sessions. Consequently, she has a secure knowledge of the educational programme to ensure a broad range of experiences are provided to help children progress towards the early learning goals. She adopts realistic and achievable targets to improve further the provision and outcomes for children. The active involvement of parents is encouraged through questionnaires and daily communication to elicit parental views and preferences. The childminder receives ongoing support from the local authority and communicates with other childminders through the Childminding Forum online. This helps her to identify her strengths or areas to make further improvements.

The childminder has a clear knowledge of safeguarding issues, taking her responsibilities seriously and being prepared to act in the best interests of children at all times. She has completed a relevant course and demonstrates a good working knowledge of the possible signs of abuse and neglect. Therefore, children are protected from harm and are safeguarded. Comprehensive policies and procedures ensure that parents understand the duty of the childminder to protect children. 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.

Parents report that they are very happy with the care and education their children receive. They describe the childminder as 'very accommodating'. They further comment that the childminder provides a homely environment, and therefore, their children settle in very well and quickly. 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. All records and written policies and procedures are well maintained and shared with parents to meet the needs of children.

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	EY448813
Local authority	Sandwell
Inspection number	806271

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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