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| Inspection date | 31/01/2013 |
| Previous inspection date | 17/11/2011 |

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| The quality and standards of the early years provision | This inspection: | 1 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides a rich and varied range of experiences in which children make very good progress. Their individual needs are fully met as the childminder has an excellent understanding of how children play and learn. This means that she builds on their learning through their everyday activities and extends their communication and language skills extremely well.
- Children are very safe in the childminder's care as she has a thorough understanding of child protection and safeguarding. She ensures that all areas of the house and garden are secure and that children are safe on trips as she carries out detailed risk assessments. Children are supervised vigilantly at all times.
- There are strong partnerships with parents and carers and they are fully involved in their children's learning. They work closely with the childminder so that there is continuity of learning and care both at home and at the childminder's house.
- Children are extremely well behaved and there are excellent relationships between the children and the childminder. She teaches them to be kind to each other and have an awareness of each others needs, which they have. All the children are very happy and secure in the childminder's care.
- The childminder reflects and evaluates all aspects of her planning each week. This means that she adapts the activities to meet children's needs so that they achieve their next steps in learning and make very good progress. She is highly motivated and strives for continuous improvement in her provision so that children receive high quality learning experiences.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector looked at and discussed the childminder's improvement plans.
- The inspector held discussions with the childminder and children.
- 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 through letters for the inspector and questionnaires completed by parents.

Inspector

Catherine Sharkey

Full Report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and eight year old child in a house in Wythall near Birmingham and uses the whole of the premises and the rear garden for childminding.

The childminder has completed basic training including first aid and child protection and updates her knowledge through specific courses such as food hygiene. She attends a childminder group and local activity groups with the children. She visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions and one is a school-age child who attends after school. She operates all year round from 8am to 5.30pm 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:

- continue to further develop ongoing professional development and highly effective self-evaluation in order to maintain the high quality provision so that children continue to receive innovative learning experiences.

Inspection judgements

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

The childminder knows the children very well and plans with their interests and needs in mind. She makes detailed observations during their activities and uses the information to plan their next steps in learning so that they continue to build on their achievements. She reviews their progress regularly in order to identify skills which children need to develop further and so that parents have a clear view of their children's progress in each area of learning. She has a very secure knowledge of the Early Years Foundation Stage and how children learn in different ways. She adapts her planning each week so that she is able to

use each child's interests and learning styles to engage and motivate them to extend their learning. The childminder interacts extremely well with children in their play so that their communication and language skills are developed to a high level. The children enjoy chatting with her and talking about their play. She extends their sentences very effectively and introduces new vocabulary through their many exciting experiences. For example, they play in dry leaves at the park, explore their textures and are taught different ways to describe them, such as 'crunchy', or 'smooth'. Trips to the local farm and the botanical gardens prompt children to say they like the 'fluffy rabbit' or the 'smelly pigs'.

Parents are fully involved in their children's learning as they are able to contribute to their 'learning journeys' and look at these regularly. They work closely with the childminder on ways in which to support and enhance children's learning at home, such as looking at books together or continuing activities which children enjoy. They ensure that the vocabulary, routines and reward systems are consistent at home and at the childminder's house so that children receive continuity in their care and learning. Parents share information about what their children can do and about their achievements when they first start so that the childminder has a starting point on which to build.

The playroom is very well organised so that all children are easily able to access the toys they want to play with. They also ask for others they want and the childminder rotates the toys and resources regularly so that children maintain their interest and are given fresh challenges. A baby is fully engaged in each activity he chooses and shows great delight as he experiments with the sounds on a keyboard which lights up as the keys are pressed. He steadies himself well on the furniture as he is just learning to walk and the childminder plans activities in which he is able to develop his physical skills effectively. Two- and three-year-old children play very imaginatively with dolls as they make up conversations and stories between them. This means they are developing their communication skills extremely well. Children are learning the shapes and sounds of letters and how to form them correctly through the very effective guidance of the childminder. They enjoy all kinds of mark making and begin to write the letters in their names. Children's mathematical skills are developed extremely well according to their ages, through exciting activities. For example, the childminder helps them to make shapes on the floor from ribbons. They then find toys and objects to match the shape of the ribbon and group the objects together. Children see how materials change in their exploration of play dough and in their cooking activities. There is a wealth of exciting creative materials for children to choose from. They make sparkly diva lamp pictures for Diwali and colourful collages and cotton reel prints. They also use the computer very effectively to produce pictures, which they print and display on the playroom wall. Children enjoy looking at their work and talking about it as they reflect on their learning. They have the freedom to lead and choose their own activities and develop these in their own ways. The effective interaction of the childminder ensures that children maximise their learning experiences and are challenged extremely well at their own level so that they are continually building on their experiences and are able to apply these in a variety of contexts.

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

The childminder ensures that children are active and have plenty of fresh air and exercise in the garden and on trips to the local park or soft play venue. They take part in movement and dance sessions each week and develop their physical skills very well through their use of the wheeled toys and other equipment in the garden. Children learn to make healthy food choices as they are given nutritious meals and snacks and grow their own strawberries so that they learn where some of their food comes from. They are all very enthusiastic about their food and have excellent table manners. Hygienic practice is rigorous, especially regarding food safety and children wash and dry their hands using soap dispensers and paper towels or the hand drier.

Children are learning to be independent as the two- and three-year-olds set the table and find their own water bottles. They put their coats on with help and manage their cutlery very well. Behaviour is excellent and they are calm and settled. Children are kind and gentle with each other and they show concern when the baby cries. The two-year-old allows the baby to explore his face and the other children happily include him in their play. Children show they feel very secure with the childminder as the baby sleeps easily in a connecting room and the other children are confident in choosing their activities. They enjoy playing with the childminder or become engrossed in their own play, sometimes singing happily to themselves as they play. Children are learning to share the toys with some guidance from the childminder. She plans activities in which they discuss emotions and learn to express their feelings. This is supported by books appropriate to their ages and they look at pictures and photographs showing various emotions. The childminder keeps meticulous records of accidents and children's medication so that their health is extremely well protected.

Children have an easy transition to their nurseries or schools as the childminder has close links with these settings and children make visits before they start. She provides a link book so that teachers and nursery staff may share information about children's progress and activities so that she is able to complement their learning at their other settings. She asks for school and nursery newsletters so she knows about the current events and topics each term.

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

The childminder monitors and evaluates her provision extremely effectively. She reflects on her planning each week and uses the information to plan effectively for the following week so that all children are progressing at their own pace and level and there is a balance across all the areas of learning. She is very highly motivated and has set up a local childminders' group so that she is able to meet other early years providers in order to share ideas, training and best practice. The local early years advisor provides training for the group on request and also recommends other training for the childminder to attend. This means that she is up to date with current practice and is continually improving her knowledge and skills which enables her to provide even more exciting and challenging experiences for children.

The childminder has a thorough and robust knowledge and understanding of her

responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are exceptionally well safeguarded in her care as she has a thorough knowledge of safeguarding practice and procedures and children are supervised vigilantly. The premises are very secure and the childminder carries out detailed risk assessments for these and for all outings. She teaches children about road safety and stranger danger so that they are learning to keep themselves safe. She keeps meticulous records and policies which are available for parents to see.

There are excellent partnerships with parents and carers. They get to know the childminder and her family before their child starts as they may stay with them as long as they wish until they are settled and familiar with the childminder and her home. Parents also accompany the childminder and children to the local play sessions which they attend weekly and share detailed information on their children's routines, achievements and needs. This enables the childminder to continue each child's routines during the time they spend with her and she is able to fully meet their needs so that they are secure and happy. Parents' views are welcomed and their suggestions on the provision are valued and acted upon. Children also provide input into the educational programme as they are encouraged to tell the childminder which activities they like best. The childminder has close links with local nurseries and primary schools and has previously worked effectively with outside agencies in order to provide extra support for children with additional needs. Children are extremely well cared for and are given an excellent foundation so that they are ready to begin the next stage in their learning.

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 |

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| | 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

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| Unique reference number | 260534 |
| Local authority | Worcestershire |
| Inspection number | 818579 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 17/11/2011 |
| 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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