

Inspection date

Previous inspection date

05/02/2013

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 is dedicated 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.
- The childminder provides activities which motivate children by ensuring tasks are as flexible as possible, allowing children to make choices and express their own ideas.
- Assessment of children's development shows that they all are improving consistently over a sustained period, and the gap is closing for those whose starting points are below those of other children of their age.
- Arrangements for safeguarding children are strong and well embedded, so that children are protected from harm or neglect.

It is not yet outstanding because

- Opportunities for children to advance their knowledge of mathematics have not been fully embraced.
- The childminder does not fully support children in developing an awareness of differences, because relevant experiences and play opportunities representing diversity are limited.

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 playrooms.
- 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 on both the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged seven and 10-years-old in Oldbury, West Midlands. The whole of the ground floor of the property is used for childminding purposes. The family have three goldfish and a guinea pig as pets.

The childminder currently has three children on roll in the early years age group, who attend for a variety of sessions. She also offers care to children aged over five years. She is able to take and collect children from local schools and pre-schools.

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 mathematical abilities by encouraging them to solve number problems such as adding and taking away
- support further children's awareness of diversity through providing appropriate experiences and organising relevant play opportunities on a regular basis.

Inspection judgements

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

The childminder has a secure understanding of implementing the Early Years Foundation Stage Framework. She has high expectations of children based on accurate assessment of children's skills on entry to the setting. Regular observation of children's play helps the childminder to plan activities which meet their next steps in learning, sustain the progress they make and quickly close any identified gaps in learning. Children are provided with good play opportunities to help them make progress across all prime and most specific areas of learning and development. Their individual interests, preferences and ages are taken into account in the planning. Children have good access to a stimulating range of toys, equipment and natural resources, which are maintained in good condition. This motivates them to play with an increasing level of independence, which means they can use the resources imaginatively and follow their natural curiosity as learners.

The childminder regularly shares children's learning and development with parents through learning journals, daily diaries and verbal and online communication. She encourages parents to share what they know about their child and become actively involved in their child's learning. Through regular feedback, parents can contribute in the planning of activities and extend their children's experiences at home.

The childminder supports children in the attainment of communication and language skills. Thus children engage adults in conversation, talking clearly about their imagined and

personal experiences throughout the session. They sit beside the childminder, taking part in group games with enjoyment and responding with interest. Their communication skills are fostered through story and singing sessions, making marks and writing for different purposes, including reading and writing their own names. Visits to a local library and access to a wide range of books and a computer support children's literacy skills. They learn to use their phonic knowledge for linking sounds and letters. There are opportunities to develop their understanding of shape, space and measure through daily routines and cooking activities. Children are encouraged to count objects and toys in play. However, the childminder does not extend their learning by taking advantage of opportunities to encourage children to solve number problems, such as adding or taking away.

Children show interest in the world around them. They take part in activities, such as visiting different parks and other amenities, growing flowers and vegetables and learning about nature and wildlife. They undertake practical experiments to explore and investigate the way things are. For example, they leave water outside in trays to freeze overnight. They then bring one inside to see how long it will take to thaw the water at different temperatures. They play both in real snow and with instant snow powder and compare the different textures. The childminder provides a good variety of colouring materials and a selection of resources to help children explore and develop their creative skills, including making collages or a snowman. A range of musical instruments, textures and sensory experiences, including using play dough, paint, sand and water and a collection of paper, supports children's skills. Children take part in imaginary play, as they pretend to be a teacher or an ice cream seller.

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

The childminder organises a welcoming, bright and colourful environment, where children can independently access well-organised resources. They are confident and develop friendly relationships with the childminder and peers. Children clearly enjoy each other's company, take active part in group play and learn together. An effective settling-in policy and one-to-one interaction with the childminder ensure that children, including babies, quickly become familiar with the new environment, so that they feel safe and secure. The childminder works closely with parents, who are very happy with the care she provides. The childminder spends time talking to and playing with children to support the forming of strong attachments and help them feel relaxed in a friendly environment. She is able to provide appropriate support to prepare children for transition to other settings through talking and relevant play opportunities.

Children's health and well-being is made a priority, and the childminder emphasises the benefits of outdoor play and indoor physical activities on a daily basis. Regular visits to the local park and access to the outdoor play area provide a balanced and broad range of opportunities for physical development. The childminder encourages healthy eating through relevant activities and resources, as well as explaining about healthy and unhealthy foods. There is a sociable and relaxed atmosphere at mealtimes, and children enjoy their packed lunches. Fresh drinking water is readily accessible for children throughout the day to ensure they are hydrated appropriately. Children understand the

importance of basic personal hygiene and wash their hands before they eat and after using the toilet.

Children behave well and have good manners, demonstrating an understanding of the set boundaries and expectations within the home. They respond positively to guidance from the childminder, as she values their individuality and praises their good behaviour. They spontaneously say 'thank you' and 'please' to the childminder and peers. They develop self-care skills, for example, taking off their own shoes and coats and putting their belongings in their own personalised bags, which the childminder has supplied. They eagerly help the childminder to organise the table and chairs at lunch times, and decide who is sitting where. They learn to keep themselves safe through practical daily routines and the childminder's guidance. For example, they take part in regular fire drills, are taught how to cross the road safely and are reminded during play of house rules which concern safety.

The childminder generally promotes inclusive practice and values all children as unique individuals, offering support according to their individual needs. However, the play opportunities and activities representing diversity are rather limited. This means the children are not fully supported in becoming aware of differences.

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

The childminder has implemented a robust system to monitor and evaluate her practice, therefore, ensuring that improvements are made which promote the relevant aspects of children's welfare and learning. As well as ongoing training, meetings with a development officer help the childminder to update her professional skills in line with the Early Years Foundation Stage. She adopts targets as and when necessary to further improve the provision for children. To support this progress, she seeks the views of both parents and children. The childminder 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 completes regular and precise assessments of children and uses these effectively to plan age-appropriate and challenging activities. She maintains all required documentation and records and makes them readily available for parents and for inspection.

The childminder protects children from harm or neglect, as she has a sound understanding of the Local Safeguarding Children Board requirements and signs and symptoms of abuse. She has attended the relevant training and is able to put appropriate procedures into practice should she have concerns about a child. She has undertaken relevant vetting, which ensures adults are suitable to have regular contact with children. This further supports children's safety. The childminder conducts effective risk assessments and takes action to manage or eliminate hazards to ensure safety 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

in a stimulating environment. They add that they are 'immensely' impressed with the vast range of activities and toys available. The childminder has developed good working partnerships with other professionals, such as the local pre-school. She discusses children's development with the staff and incorporates parts of their curriculum in order fully to promote continuity and progression.

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	EY452123
Local authority	Sandwell
Inspection number	881543
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	7
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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