

## Inspection date

Previous inspection date

09/04/2013

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

- Children are happy and settled in this welcoming, safe and inclusive environment. They are forming strong attachments with the childminder, which promotes their well-being and a sense of security.
- The childminder has a good understanding of how children learn and develop. She places a good focus on children's individual learning needs and uses her skills in observation, assessment and planning to make sure all children achieve well.
- Partnerships with parents are good. The childminder is knowledgeable about children's specific needs and makes sure these are closely monitored.
- Good attention is given to keeping the premises safe and secure. Positive steps are taken to minimise potential risks to children. The childminder uses ongoing risk assessments to ensure children are kept safe at all times.

### It is not yet outstanding because

- Arrangements for encouraging younger children to extend their play and imagination by using resources, such as bags and hats, are not fully extended.
- Children's understanding of a diverse society is not fully supported through the use of resources which depict positive images of different people and varying cultures.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector held discussions with the childminder.
- The inspector observed a range of indoor learning activities, play and daily care routines.
- The inspector looked at children's assessment records, evidence of the suitability of adults living on the premises, the childminder's self-evaluation, a selection of policies and children's records.

## Inspector

Jacqueline Nation

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband, who works as her assistant, one adult child and two children aged 11 and five years in Redditch. The whole ground floor of the house is used for childminding purposes. This includes access to bathroom facilities. There is an enclosed garden available for outdoor play. The childminder visits local parks on a regular basis. She collects children from the local schools and nurseries. The family has three dogs, and four cats as pets.

There are currently three children on roll, one of whom is in the early years age group. The childminder operates all year round, except for family holidays, from 8am until 6pm, Monday to Friday. She is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- build on opportunities for younger children to enhance their curiosity and imagination by providing resources, such as bags and hats, for them to explore
- improve the range of resources which reflect positive images of diversity to support children's knowledge and understanding of the wider world.

## Inspection judgements

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

The childminder provides children with a welcoming environment in which they can comfortably play and learn. She demonstrates a good knowledge and understanding of the Early Years Foundation Stage, and how to engage children in their learning. The childminder observes children as they play, and uses this information effectively to assess and plan the next steps in their learning. Children can move around freely, and have time to explore and make their own discoveries. They are supported well by the childminder, who responds to their individual needs by introducing resources to extend and enhance their enjoyment and achievement. This, together with playful interactions and positive role modelling, shows that the quality of teaching is good. Consequently, children develop the characteristics of effective early learners, and this results in them making good progress towards the early learning goals.

A strong focus is placed on developing younger children's communication and language skills. Interaction with the children is good as the childminder chats to them as they play, and responds well to their first babbling sounds. The childminder uses a range of picture books, cards, touch and feel books and nursery rhymes, which help children explore new vocabulary. She encourages their independence by making resources easily accessible and giving children choices about what they would like to do. Children's physical development is fostered effectively. They crawl confidently around the room, and pull themselves up to a standing position at a low-level table to explore large inset puzzles. In the garden, older children enjoy jumping in and out of tyres and playing with balls and hoops. Babies and younger children love to examine a range of natural materials and objects in the treasure basket, such as corks, sponges and wooden spoons. This helps them to use their senses. They have good opportunities to use resources to promote their expressive art and design skills. Children like to make models from cardboard boxes, and from an early age they are able to practise their early writing skills using paint, chalks and pencils. Children also use their imagination through role play and dressing up. However, there are fewer additional resources for younger children to arouse their curiosity and extend their imaginative play. Children's mathematical skills are supported well; they use a range of resources to learn about shape and space, such as, puzzles, shape sorters and stacking rings, and they learn about counting and sing number rhymes.

Children's understanding of the world is developing well as they investigate a range of electronic toys to find out how they work by pushing buttons and turning knobs. They learn about the local environment during outings to the park. Older children learn about different festivals, such as Diwali and Eid. However, there is scope to improve the range of resources that depict positive images of different people and varying cultures to further enhance their awareness of diversity and the wider world.

The childminder works well with parents and has a good knowledge of children's starting points in their learning. Parents are kept fully informed about children's activities and achievements on a daily basis. Each child has a learning journal folder which provides parents with a good overview of the progress their children are making. Parents are encouraged to be involved in their child's learning. Planning information is displayed, and this provides parents with the opportunity to further support their children's learning at home. The childminder makes effective use of the guidance available, such as 'Development Matters in the Early Years Foundation Stage'. This helps her match activities to children's current needs and identifies any gaps in their learning. The childminder is aware of providing parents with a progress check at age two covering the prime areas of learning to support their ongoing development. The assessment records in place for children assist her when carrying out the development check. Overall, children are supported successfully to develop and learn and move on to their next phase in learning.

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

Children enjoy a warm and comfortable relationship with the childminder, who knows them well. They are relaxed within the home and show confidence in their play and explorations. The childminder has a calm and gentle approach and makes sure children

are happy and form close attachments. Children have plenty of cuddles and attention to make them feel special. The childminder has given good consideration to ensuring children's well-being. She has made a comfy area where babies can relax or sleep when they want to, and gives thoughtful care and attention to their individual care routines. The childminder recognises when a child might be getting hungry or tired and she responds quickly to these cues to ensure their well-being. The childminder works closely with parents prior to the placement commencing to gather a wide range of information, including any specific needs, dietary requirements and parents' preferences.

Children's well-being is considered a priority by the childminder. She is vigilant and supervises the children well at all times. The childminder uses positive strategies to promote good behaviour. Children learn about the rules for being together, the house rules and how to keep themselves safe. The childminder talks to children about road safety while on outings and they practise the emergency evacuation procedures. Healthy lifestyles are promoted. Children enjoy making healthy snacks, such as granola bars, and enjoy vegetable sticks and fresh fruit. Children have easy access to their drinking cups, which are placed on a low table. They have good opportunities to be physically active and play in the garden.

Parents have opportunities to exchange information at the end of each day and talk about their child's well-being. The childminder gains the views of parents about the provision, and their child's changing needs through discussions and using a questionnaire. Children are developing skills to effectively support them in their future learning. They are confident, develop independence and are happy and enjoy what they are doing, and their all-round development is fostered successfully.

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

Safeguarding is given good consideration and the childminder has a good understanding of the welfare requirements for the Early Years Foundation Stage. She is confident in the effectiveness of the procedures regarding allegations of abuse and reporting child protection concerns. The childminder is well organised and has a comprehensive range of policies and procedures which underpin her good practice. Policies are shared with parents and this ensures they are clear about how the provision operates.

The childminder creates an environment that is welcoming, safe and inclusive, where children are able to enjoy their learning and grow in confidence. Good supervision and effective risk assessments ensure children are cared for in a safe and secure environment. Access to the premises is monitored and vetting procedures for household members ensure their suitability.

The childminder uses her good knowledge and understanding of the learning and development requirements and involves children in a wide range of good quality learning activities. She sees observation and assessment as integral to helping children make good progress in their learning. The childminder is committed to improvement and developing her knowledge and skills by attending relevant training. She has evaluated her provision

and reflects on practice to establish which aspects of the provision could be improved to benefit children. The childminder values feedback from parents about any aspects of the setting, care, learning and development that could be enhanced.

Partnership working is supporting children's overall development effectively, meeting their needs and supporting smooth transitions to nursery or school. The childminder communicates with parents in a number of ways, and uses email and text messages to keep them well informed. Daily discussions maintain a two-way flow of information, and a daily diary provides parents with information about care routines and children's well-being. The childminder does not currently care for any children with special educational needs and/or disabilities or children who attend other early years settings, although she is aware of the importance of liaising with other professionals if necessary to ensure transitions are smooth and children are fully supported.

### **The Childcare Register**

The requirements for the compulsory 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 action. 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>	EY452717
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	887847
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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, which are usually the childminder's 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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