

Inspection date

10/04/2013

Previous inspection date

01/10/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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 skilfully promotes children's purposeful learning and excellent progress so that they are very well prepared for the next stage in their learning. Her precise assessments and excellent information sharing with parents mean the childminder fully understands and accurately plans for each child's learning and development needs.
- Children are nurtured and thrive in most welcoming and interesting surroundings. The childminder ensures every child feels included. She values every child's characteristics and backgrounds, promotes their choices and interests, and consistently fosters their growing independence, confidence and creative thinking.
- The childminder is focussed and successful in ensuring she has the knowledge, skills and resources to offer a high quality childminding service. She consistently and accurately evaluates and improves her provision, making sure she fully caters for the needs of all the children and families who attend.
- Children's needs are fully understood and very well met as a result of the childminder's highly effective partnerships with parents and carers. They are very much encouraged at every stage to discuss and review all aspects of their children's care, learning and development with the childminder.

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 observed activities in the childminder's lounge, playroom and kitchen.
- The inspector talked to the childminder and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability, qualifications and training.
- The inspector looked at and discussed the childminder's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers through discussions on the day and information included in questionnaires and other feedback.
- The inspector looked at a sample of other records and procedures relating to children's welfare, health and safety.

Inspector

Rachel Wyatt

Full Report

Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and her son aged 14 in a house in Redditch. The whole of the ground floor and a first floor single bedroom and bathroom are used for childminding. Access to the property is via a step to the front door and stairs to the first floor. There is a fully enclosed rear garden available for outdoor play. The childminder collects children from a local school and can take them to a local nursery. She takes children on regular outings and local visits, including to the library, and they attend various toddler activities.

There are currently 11 children on roll, of whom seven are in the early years age group. They attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She is an accredited childminder who is in receipt of early education funding. The childminder has a Level 3 qualification in childcare, learning and development. She is an active member of the local childminding association.

What the setting needs to do to improve further

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

- enhance the already excellent information sharing with schools in order to more precisely reflect local priorities for children's early learning in the planning of activities for children preparing to start school or who are already in full-time education.

Inspection judgements

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

The childminder very effectively promotes babies' and children's enthusiasm for learning. She is highly successful in supporting them in attaining the skills and attitudes needed for the next stage in their learning. The childminder's robust observations and assessments ensure she has a comprehensive knowledge of every child's starting points and abilities and which aspects of his or her development to focus on next. Her assessments provide parents with valued information about how well their children are progressing and which aspects of their development they may wish to focus on at home. The childminder's comprehensive progress checks for two-year-olds are appreciated by parents and well received by health visitors. Parents make important and regular contributions to their children's learning and development. They often exchange information with the childminder about their children's abilities, characteristics and interests which really helps

her to understand their needs. She expertly plans and organises a rich and varied curriculum, taking full account of how children learn and incorporating their choices, ideas and interests. Exciting activities, a wealth of stimulating resources, toys and books and the childminder's expert support, all inspire children. She skilfully interacts with them so that they are eager to take part, confidently express and develop their ideas, and remain focussed and purposeful.

The childminder has organised her home to be a most stimulating place for learning and play. Babies and children can select from and use a wide range of resources and equipment to support their ideas, creativity and exploration, both indoors and outside. The childminder carefully plans activities at home and elsewhere which build on children's experiences and offer them new challenges. For example, children of all ages enjoy regular cooking and food preparation. The childminder adeptly uses these familiar and popular sessions to focus on different aspects of children's learning, including their current individual learning priorities and interests. For instance, while children help her to prepare a snack and lay the table, the childminder initially focusses on sharing, turn taking and working together. Then she incorporates problem solving as they decide which ingredients and equipment are required for making toast. Children confidently count, compare and identify shapes as they agree how many plates, utensils and chairs are needed and choose whether their toast is cut into squares or triangles. Children's choices and independence are fostered as they butter their toast, add toppings and enjoy eating their snack. Later the childminder promotes the children's descriptions and understanding of a range of feelings as they select ingredients to depict different faces on pizza bases.

Throughout these and other activities and routines the childminder adeptly promotes children's communication skills. She fully supports younger children's emerging speech and fosters everyone's attentive listening and turn taking in speaking. Older toddlers and pre-school age children are very articulate. They clearly express their ideas, for instance, during an enthusiastic dressing-up session as they describe what they are wearing and the roles they are portraying. They confidently express their wishes, ask and answer questions, and recall events. The childminder values children's comments and often annotates photographs or examples of their work with these, such as their recent delightful and detailed self-portraits. Children enjoy recognising and using letters and sounds. They eagerly make marks and older children are labelling their work, including writing their names.

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

Babies and children are happy, settled and develop a strong sense of belonging. They feel valued and listened to because their ideas, choices and interests are a key part of the childminder's planning and organisation of activities. She also creates a most welcoming and inviting environment where children feel at home and become increasingly confident. They readily respond to her friendly and reassuring manner and she makes sure she gets to know and supports each child really well. The childminder recognises the importance of encouraging children to reflect on their backgrounds and identity, with many opportunities to talk about themselves and their families. Recently children have really enjoyed a topic focussing on themselves. They have compared and described their features, made

handprints and drawn detailed self-portraits.

The childminder prepares children very well for new situations, including being socially and emotionally ready for school. As part of this, the childminder promotes her clear and high expectations of children's behaviour. She makes sure they know what is expected of them and encourages their positive relationships. During sessions there are many worthwhile opportunities for children to be kind and helpful and to take responsibility. For instance, they readily assist with tidying away toys or setting and clearing the table at meal times. They show kindness to younger children and often help them during activities and routines. Children of all ages appreciate each other's company and often play cooperatively. The childminder involves them in visits and activities in the community so they are used to mixing with other children.

Children's comfort, care and good health are very well managed. In particular, the childminder sensitively helps children to be more independent and to do things for themselves. As a result, children soon competently manage different aspects of their personal hygiene, toileting and dressing. The childminder also ensures children fully understand why it is important for their own good health to be physically active, eat well and follow good hygiene practices. High priority is given to ensuring children are kept safe. The childminder supervises children well and discusses different aspects of safety with them during activities and routines. Children develop a very good understanding of how to behave safely and sensibly, for instance, as they use the stairs, use utensils and scissors or climb and balance on physical play equipment.

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

The childminder is highly committed to ensuring parents and children access a high quality provision that meets their needs. She prioritises ensuring she has the skills and knowledge to consistently and fully promote children's care, learning and development. The childminder makes sure she attends regular relevant training, conferences and good practice sessions in order to keep fully up to date. She has developed highly effective and accurate ways to monitor and evaluate the quality of her childminding and to identify what needs to be improved. This includes encouraging and following up feedback from parents, children and other agencies she works with. The childminder promptly and effectively tackles areas to develop. For example, her improvements to the organisation and layout of activities and resources has inspired babies and children to confidently make choices about what they want to play with and enhanced their exploration, imagination and creativity. Her rigorous tracking of children's progress enables her to monitor and compare how well each child is developing and to promptly address any gaps in their individual learning or in the educational programme.

Children are fully safeguarded. The childminder keeps up to date through training and has a thorough understanding of her role and responsibilities. Her comprehensive procedures fully reflect local safeguarding guidance and regulation and give her clear guidance on how to promptly intervene and address any concerns about a child's welfare. Her comprehensive and accurate record keeping also supports children's welfare and well-

being. For example, the childminder's thorough risk assessments and checks help her to monitor and manage all aspects of safety and security at her home and on outings. The childminder maintains detailed records about each child's health, care and well-being. She is very conscientious about seeking advice from relevant agencies if there are any issues relating to children's health in order to advise parents and to minimise cross-infection. She carefully documents any concerns, accidents or incidents and promptly and appropriately informs Ofsted of any significant events relating to children's health.

The childminder has highly successful relationships with parents. She gives them comprehensive information about how she operates, including copies of her policies and procedures. Parents feel very well informed about their child's activities, development and how the childminder intends to follow up their child's next steps for learning. They are encouraged to follow up their child's learning at home and their views about their child's care and development are central to the childminder's effective planning and support for their child. The childminder's positive links with other agencies and other providers ensure continuity for children. She provides clear and accurate information to inform the new provider about children's development at the point of transition. She very successfully ensures children have all the skills and aptitudes for school and gives the school an accurate assessment of each child's development when they leave her. The childminder recognises there is scope to extend her excellent range of information sharing with schools to include key priorities for children's early learning. This will enable her to plan even more precisely for those children preparing for school or who are already in reception.

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

Unique reference number	EY388383
Local authority	Worcestershire
Inspection number	908913
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	01/10/2009
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, 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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