

<b>Inspection date</b>	01/05/2013
Previous inspection date	15/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- Children thrive and blossom in this stimulating and very caring provision. They settle extremely well and build exceptionally strong attachments with the childminder and her assistant, ensuring that their emotional needs are nurtured.
- Children become active and independent learners, trying out tasks and solving problems for themselves with support from the childminder, who believes in their capabilities.
- Children's communication and language development is exceptional. They engage, from an early age, in conversation and signing, where appropriate, developing valuable skills to support them as they move through their early education.
- Highly effective systems are in place to monitor practice and to promote professional development in order to ensure that children make the best possible progress in their learning and development.
- Children are extremely safe and secure in the childminder's care. They are supported in managing their behaviour as they learn to negotiate and compromise in their play and interaction with others.
- Parents are very actively involved in their children's learning and development as they contribute to the progress records and share their children's learning at home in a range of ways, valuing parents as their children's first educators.

## 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 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 and her assistant in their interaction and activity with the children.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector spoke and interacted appropriately with the children as they played indoors and outdoors.
- The inspector looked at documentation including children's records, learning and development information, records of training attended by the childminder and her assistant and a selection of policies and procedures.
- The inspector took account of the views and comments from parents in the developmental records and through questionnaires provided by the childminder.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

The childminder was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children, aged 15, 10 and four years, in Rowley Regis in Sandwell. She works with an assistant and her partner is also an occasional assistant at times. The whole of the ground floor is used for childminding including toilet facilities.

The childminder attends toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently 12 children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is a member of the local authority childminding network and provides funded early education for two-, three- and four-year-olds. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years. The childminder and her main assistant hold level 3 qualifications in Early Years Childcare and Education.

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

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

- explore ways of strengthening partnerships with other settings, particularly those where the approach has not been fully reciprocated, to further enhance children's excellent progress.

## Inspection judgements

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

Children make outstanding progress in all aspects of their learning and development. The childminder and her assistant work exceptionally hard to offer a stimulating and highly effective learning environment, where all children are supported in reaching their full potential. Planning develops around children's individual interests and the levels of their development. These are identified by the extremely pertinent and precise observations and assessments carried out to monitor children's learning and development. The childminder uses a range of tools and strategies to support children's communication and their acquisition of spoken English. She works very closely with the childminding network to ensure that assessment of children's language skills is accurate. Many of the children

are making exceptional progress in this aspect as they engage in complex conversations and are expertly challenged and extended. A child remarks on the need to water the seeds they planted. The childminder uses verbal clues to help children recall what plants need to grow and blossom. When children remember water and sunshine, the childminder asks them if they need the same conditions to grow too.

During outdoor play in the garden, a young toddler sits in the large car and manoeuvres it around with skill. The child then gets out of the car, toddles to the playhouse and returns with a plastic key which is then inserted into the appropriate slot and the child once again sets off. The childminder observes this carefully and notes how the child has made connections in their learning, seeking out the key and using it correctly. This is because the childminder is very confident in her skills of observation, reflecting on the characteristics of effective learning that takes place every day. Later, children engage in active physical play and inform adults about the need to stretch their muscles before they do some running. The childminder is skilled in using every play opportunity as a learning point as, for example, a child's mathematical development is extended through play as they become aware of sequences in numbers as well as direct numeracy. The child engages in a game of basketball, telling others about how 'the first shot missed but I'll get it on my second shot'. Children's thinking is further extended as they play in the soil in the play tray. The childminder sits with the children, selecting some of the smooth pebbles and asks children what they look like when she places them in a line. Again, she uses verbal clues to encourage children to think and process information as they remember that it looks like the caterpillar in the story they had yesterday. This activity is skilfully linked to children's interests about the life cycle of butterflies. They eagerly show visitors the 'tent' where the caterpillars are going to grow and turn into butterflies.

The childminder uses her assistant's linguistic skills very effectively as children learn songs in Punjabi and sing along with gusto. They see various languages displayed around the setting, gaining an awareness of differences in society. The use of sign language and pictures to denote routines and resources supports children's communication development. This ensures that all children and their families participate actively in the provision. Partnerships with parents are excellent and the childminder and her assistant work hard, using a range of strategies, to keep them informed about their children's progress. Regular discussions take place and parents view and contribute to their child's developmental record and daily log book. 'Itchy Bear' visits children's homes regularly and a wonderful photographic display shows his adventures with each of the children. Toddlers wander over to the display, smiling with delight as they point out and recognise members of their family and themselves in the photos. The childminder has used some of Itchy's adventures to promote discussion and activity with the children. For example, the bear's visit to the dentist prompted children to talk about dental hygiene. A trip to a cave encouraged conversation about feeling scared and talking about the dark. The teaching methods used by the childminder and her assistant ensure that children make strides in all areas of their learning, equipping them very well for the next stages in their learning and for their transition to school.

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

Children are extremely happy and settled in the homely environment. The childminder offers parents some 'stay and play' sessions to further support children in their settling-in and developing emotional attachments with her and her assistant. Using a raft of information from parents, the childminder identifies and meets children's individual needs very well. She works with parents closely to support children in achieving developmental milestones, such as self-feeding, potty training and self-care, thereby, promoting a consistent approach to such aspects. Babies and young toddlers are sensitively supported to progress in confidence and attachment as they decrease their need for comforters, such as blankets and dummies, in their own time.

Children's physical well-being is highly promoted through a range of well-planned activities and routines. They are active indoors and outside, managing steps and sloping surfaces with skill. They hone early walking skills, toddling round the spacious home and excellent use is made of resources to offer comfy spaces where children can relax and settle themselves as they wish. Babies settle under the canopy in the dining area, resting on the comfy cushions, enjoying their drinks and relaxing as they browse through their favourite books. Sleeping children are carefully monitored to ensure they are safe and settled. Children are extremely safe because the childminder and her assistant carry out rigorous checks indoors and outside on a daily basis. Children are supported in learning about their own safety as they participate in fire drills and are reminded about being careful with tools and toys.

Children enjoy healthy and nutritious snacks and meals prepared by the childminder. They sit together as a social group, tucking in to a range of meals that take account of children's dietary and personal preferences. A baby declines the sandwich offered first, using signing to indicate a wish for having yoghurt first. The assistant obliges, with laughter, knowing that the child tends to do this often and then eats the sandwich afterwards. The childminder works with parents to encourage children to extend their diets as they try new foods and textures. She has experience of 'reluctant eaters' and so works sensitively to promote children's enjoyment of their meals, making mealtimes very sociable experiences.

Children's behaviour is managed very effectively. The childminder and her assistant use consistent ways of instructing children and guiding them. They learn to negotiate, compromise and consider the needs of others as well as their own, particularly where minor conflicts may arise. Praise is offered appropriately so children know when they have made better decisions about their behaviour, developing their self-esteem. They also have a strong sense of belonging in the setting as they know where to hang their coats on their own pegs and find their personal towels for hygiene routines.

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

The childminder has an excellent understanding of the Statutory framework for the Early Years Foundation Stage. Together with her assistant, they implement this highly effectively to ensure that all children make excellent progress in their learning and development. The childminder and her assistant are committed to improving their already

excellent skills as they access a range of regular training and apply this in practice. The childminder has been part of pilot project using an environmental rating scale for assessing the quality of family-based childcare. This has been used to great effect in assessing how the home is prepared and how resources are used to great effect to offer a stimulating place where children are nurtured and supported in their early education. Her work on this aspect is being shared with other childminders within the network to disseminate good practice.

A range of rich and varied observations and assessments of children demonstrates the excellent progress children are making toward the early learning goals. The childminder supports funded children as part of the childminding network and takes great pride in the work done to support children in preparing for their next steps and the inevitable move to school. The childminder has developed partnerships with some other settings and where this has been reciprocated, it proves highly effective in ensuring continuity in children's learning. The childminder is endeavouring to try different ways of extending these partnerships, particularly where her approach may not have been fully reciprocated to the level she would like. This was identified through the childminder's process of self-evaluation as she reflects on her practice and its impact on children's welfare, learning and development. She involves the views and opinions of parents, children and her assistants in the process. She also seeks further views from her network support worker and uses her access to the qualified teacher from the nearby Sure Start Children's Centre to further monitor and improve her practice.

The childminder fully understands her responsibilities in safeguarding children and has an excellent understanding of the processes to follow should she have any child protection concerns. She has ensured that her assistants have undergone the relevant vetting procedures to assure parents of their suitability. She conducts regular supervision and appraisals with her assistants to ensure that practice is consistent and maintains the excellent quality of teaching for the children. Daily risk assessments are carried out both on and off the premises to ensure children are safe at all times.

Partnerships with parents are very strong and respectful. They are fully informed to ensure that a shared approach to children's learning is implemented. Parents comment that they are 'confident that the provision of care is exceptional and is provided in a secure, structured and patient environment, where children can play, explore and learn.' They also state that they have 'absolutely nothing but glowing reports about the love and care the children receive.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY395582
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	910641
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	11
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/03/2010
<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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