

Inspection date

Previous inspection date

11/06/2013

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 effective partnership with parents is underpinned by a good two-way flow of written and verbal communication, ensuring they are well-informed about the provision as a whole. There are effective partnerships with other providers to ensure children are well prepared for their transition to other settings and school.
- Children are forming close attachments and they interact positively with their peers and the childminder. They show they feel happy and safe in their environment as they have fun and giggle with the childminder.
- Children are encouraged to find out about their local community because they are taken on outings to places of interest. This includes local parks and the local children's centre.
- Children's development is effectively promoted because they make good individual progress from their starting points. The childminder has a good understanding of how to promote children's learning through providing stimulating challenging activities.

It is not yet outstanding because

- At times the background noise, with particular reference to the radio, distracts the children's involvement in activities.
- There are fewer opportunities for children to practice using specific tools and small utensils.

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 scrutinised a range of documentation; children's assessment records, policies and procedures, self-evaluation records and the risk assessment documents.
- The inspector took account of the views of children and parents.
- The inspector held meetings with the childminder and toured all indoor and outdoor areas used by the children.

Inspector

Mary Henderson

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 and two children aged six and three years in a house in Oldbury, in the West Midlands. The childminder uses the whole of the ground floor, one bedroom and upstairs bathroom for childminding. She also uses the rear garden for childminding. The family have no pets.

The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder is open all year round from 7am to 6pm 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:

- enhance children's physical skills further by teaching them how to use tools effectively and safely and give them opportunities to practice this
- maximise children's listening skills by keeping background noise to a minimum and using the radio briefly only for a particular purpose.

Inspection judgements

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

To promote all areas of children's learning and development, the childminder provides a broad range of resources and activities that meets children's individual interests. The childminder spends quality time playing alongside children, showing an interest and supporting them with their learning and independence. For example, as children show determination when taking their own shoes off, the childminder praises them saying 'well done, you took your own shoes off, now can you put your slippers on'? Children's communication and language skills are beginning to develop very well because the childminder spends time chatting with them and gives attention to the marks they are making. For instance, when the childminder talks with children about their 'Gruffalo' colouring picture, one replies with a sense of fun and pride 'there you go, a nice pink belly button'. The childminder provides an accessible and well organised environment conducive to children's learning. However, there are times when the background noise has little

purpose to children's learning, such as, the sound of the radio playing. During such times, this sometimes affects children's skills in listening.

Children's physical skills are developing well because the childminder provides ample space and time for them to run around in the fresh air and be exuberant. They competently climb and balance, ride their trikes round the garden and enjoy regular visits to the nearby parks to use larger equipment. The childminder ensures the children's day includes a good balance of both child-led and adult-guided activities, thereby supporting their learning and interests. This helps children to achieve expected levels of development.

Children find out about the world around them. The childminder provides the tools and resources for them to plant and observe the growth of their sunflowers over time. They also like to look and dig for worms and talk about the wind chimes and windmills that move about in the wind. The childminder supports children's learning about the world further during walks in the local areas. Here the children notice and talk about the birds singing and talk about the shapes, colours and numbers around them. The childminder provides opportunities for all children to use tools and be involved in creative activities. For example, children like to draw and paint pictures and be involved in glue and stick activities. However, children have fewer opportunities to learn how to use other tools, such as, small scissors effectively and safely to ensure their skills in moving and handling are effectively and safely supported.

The childminder has a good knowledge of the Early Years Foundation Stage ensuring the children's needs are identified and met. Observations and assessments are generated and used to identify the children's next steps in their learning and development. This ensures any gaps in children's learning are closed quickly because they receive the support they need. Children, therefore, are making good progress towards the early learning goals. Parents are fully involved in children's learning through shared observations and discussions about how to support their child in their home environment. The childminder supports children's school readiness through stories and discussions. She makes sure that the range of activities gives them the key skills to aid future learning.

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

Children feel secure and happy in their environment because the childminder effectively promotes their attachments and sense of belonging to the setting. Children show they are happy and feel safe as they smile and giggle with one another and the adults caring for them. They are beginning to learn about risks as they talk about how to cross the road properly with the childminder. Children's learning about risks and personal safety are further supported as they undertake the evacuation procedures with the childminder. The children learn about a healthy lifestyle as they talk with the childminder about the importance of washing their hands before eating their healthy snack and after visiting the toilet. Their independence is promoted by the childminder who encourages them to make choices about what they want to do or play with.

Children learn about the importance of physical exercise as they access the garden and go to the park each day. Transitions between the children's home and the setting are

supported well. This is because the childminder discusses settling-in arrangements with the parents in order to meet the children's individual needs effectively. Transitions between settings and with the school are also supported. The childminder discusses the children's routines, learning and development with other providers, thereby ensuring consistency and continuity for all children. The children are well-behaved because they feel secure and receive positive praise throughout the day.

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

The childminder has a clear understanding of her responsibilities to meet the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage. This then ensures children's safety, and an accurate assessment and monitoring of the educational programme. In addition, this includes children's progress and the identification of any gaps in their learning and development. Parents are fully included in the initial and on-going assessment of their child's development and have regular access to their child's learning journals. This helps them know about their child's achievements and progression over time. The daily two-way exchange of information ensures parents are aware of their child's experiences, including their outings, routines and meal times. The parents have access to the policies and procedures of the setting at all times.

The childminder is fully aware of whom to contact should there be a need for intervention with regard to children's identified needs. Parents are consulted to ensure the family is fully supported. The parents are included in the self-evaluation procedures through questionnaires and ongoing discussions with the childminder. Children are also included in the self-evaluation procedures through observations and discussions, and their current and ever changing interests. Strengths and areas for further improvement are effectively identified, thereby benefitting children's outcomes. The childminder has attended safeguarding training and ensures all policies and procedures are fully implemented so that children are safeguarded and protected at all times. This includes risk assessment of all indoor and outdoor areas and all the outings the children attend.

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	EY454884
Local authority	Sandwell
Inspection number	892448
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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, 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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