

Inspection date	14/05/2013
Previous inspection date	23/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 settled and comfortable in the setting as the childminder offers a welcoming and interesting environment with a wide range of resources.
- Children's health is well promoted through regular daily walks and outdoor play which help develop their physical skills and coordination.
- The childminder shows a commitment to updating her knowledge and improving her practice by attending regular training courses and discussing best practice with other colleagues.
- Children are sociable and confident and developing their independent skills as the childminder offers them regular praise and encourages their choices and individual preferences.

It is not yet outstanding because

- Opportunities to involve parents in children's learning and development are not always fully maximised. This occasionally limits the sharing of information about children's progress.
- The childminder does not always use opportunities to develop children's early language skills by encouraging them to repeat key words and phrases.

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 a planned planting activity in the garden, children's free play choices, their lunchtime and the preparation for their walk to nursery.
- The inspector spoke with the childminder and engaged with the children at appropriate times throughout the inspection.
- The inspector looked at children's files and progress records, the childminder's self-evaluation document and a selection of policies and daily records.
- The inspector took account of the comments expressed in writing by parents.

Inspector

Diane Ashplant

Full Report

Information about the setting

The childminder registered in 1987 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives in the Great Barr area of Birmingham, within walking distance of local schools, parks and shops. The whole of the ground floor and the first floor bathroom are used for childminding and there is a fully enclosed garden available for outside play.

There are currently eight children on roll, of whom, one is in the early years age group. The childminder operates all year round from 7am to 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder walks to local schools and nurseries to take and collect children and visits the park and shops on a regular basis. The childminder attends the local childminder support group.

What the setting needs to do to improve further

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

- extend opportunities for parents to contribute to and share in children's learning and development by exchanging observations and information about children's progress

- encourage children's developing language, for example, by telling repetitive stories and playing games which involve repetition of key words and phrases.

Inspection judgements

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

The childminder has a generally good understanding of how to support children's learning and development and provides an inviting and well-resourced area where they can access a wide range of resources to support their interests. She effectively uses the outdoor environment and the wider community to enhance children's learning opportunities. She gets to know the children initially through discussions with parents and her own observations of them at play and uses these to identify their play preferences and what they can do. She uses Development Matters in the Early Years Foundation Stage to check that they are making progress according to their age and to identify their next steps. She provides a good balance of children's choices and more adult-led activities and plans around children's interests, using her observations to inform her planning. For example, she picks up on children's matching of words with pictures and then devises a sticking activity to further re-enforce their understanding.

Children are confidently able to access a range of resources to support their individual preferences and initiate their own play. The childminder allows children to free play at times, while also engaging with them and asking questions or making suggestions, to extend their thinking. Children are engaged in regular conversation with the childminder which, on many occasions, helps them develop their language skills. They freely choose their own books or join in the shared story and rhyme time. The childminder intuitively picks up on items of interest and brings in resources to support this. For example, knowing and talking to one child about a sibling going on the bus, the childminder purchases a play bus to extend this interest and hopefully generate more words during role play. However, on some occasions, opportunities to support children's early language skills by encouraging them to repeat key words or phrases, are not fully utilised. Children enjoy a wide range of creative play with paints, glue and others materials which helps develop their imagination. Due to the covered area outside, they have daily access to items like sand and chalk boards where they make marks and explore different textures. They have a range of puzzles, construction games and bricks as they learn about shapes and sizes. They enjoy a game of dominoes together where they match different pictures and learn to take turns. The childminder makes sure that all children are given the opportunity to take part in the same activity, providing appropriate support and encouraging, whilst still allowing for their personal preferences. The childminder takes children daily into the community where they visit different early years groups or go to the shops and the park, which helps them to develop their social skills and enjoy new experiences.

Children enjoy outdoor play in the garden using the different physical equipment, such as, the basketball net or share in planting and growing activities. For example, they help to plant the seedlings, choose their own boot-shape planter and then practise their large and small muscle skills as they dig up stones and then use their spades to fill them up with the soil. Children are beginning to understand how nature works and know that the plants need sun and water to grow. Throughout these activities the childminder responds to the children well to extend their interest and supports them with her encouragement and guidance. As a result, children are engaged and having fun and are developing the skills they need to support them in their next stage in learning.

The childminder is aware of the progress check at age two and is already completing these which she shares with parents and finds this useful in discussing and supporting children's progress. However, some opportunities to engage parents further in their children's development, for example, by encouraging them to share observations from home, are not always fully maximised. This, on occasions, impacts on the compilation of a full picture of children's development which both parents and the childminder can work together to support.

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

The childminder establishes warm and caring relationships with the children which help them feel secure and confident. She regularly talks to parents and gains useful information about individual routines and needs or special toys. She gets parents to fill in an 'all about

me' form about their children so she can use these as a starting point for their development and to help them to settle. She provides a relaxed and supportive environment where children feel comfortable and are confident to initiate their own play and carry out independent tasks, such as, dressing themselves or taking themselves to the toilet. She is aware of children as individuals and knows their particular preferences and allows them to follow these, whilst also encouraging them to share in other activities she plans around their interests. She offers lots of praise and encourages children to learn about sharing and taking turns, providing a good role model for them to follow. Time is set aside for talking and giving children time to think carefully about their behaviour when necessary. She supports their self-care routines, such as, hand washing after meals and provides access to their drinking beakers at all times. This develops their independence and self-confidence and helps prepare them for transition to nursery and eventually, school.

Children's health is well promoted through regular access to outdoor play in the garden and daily walks to and from nursery and school in the fresh air. Children have lots of space to move around in which builds on their physical and coordination skills. They confidently get up and down the small steps in the garden or climb on to the settee for story time. The childminder is aware of the importance of promoting healthy eating and, although most food is provided by parents, she encourages them to eat the main food first and offers healthy snacks, such as, fruit. She reminds them that eating well will help improve their concentration so they listen and learn better. They all enjoy sitting together on the mat for their 'picnic lunch' where lots of encouragement and conversation takes place to create a positive social time for all. Children's awareness of safety is well supported through regular reminders about safe play and walking safely to and from school. The childminder spends lots of time preparing them for these walks and explains the reasons for practices, such as, holding the pushchair or wearing the harness strap so that children understand about keeping themselves safe.

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

The childminder has a secure understanding of how to promote children's welfare. She is fully aware of signs and symptoms of possible abuse or neglect and how to pass on concerns appropriately. She has a clear policy which she shares effectively with parents, this includes the safe use of mobile phones and cameras. She also attends training to keep her safeguarding knowledge up-to-date. She rigorously carries out other procedures to further ensure children's welfare, such as, safe collection and recording all necessary details and consents. She supports children's welfare well through maintaining a healthy and safe house and uses both visual and written checks to ensure any hazards are identified and quickly addressed. All required records to support her childminding business are well organised and routinely updated. The childminder is very clear of the occasions on which she has to keep Ofsted informed, in order that children's safety is assured.

The childminder recognises the benefits of training to keep herself informed and has attended a range of courses since the last inspection. She continues to develop her knowledge of the learning and development requirements through discussion with early

years colleagues, through training and her own research. She reviews her practice and values the support she receives from the local authority. She completes the Ofsted self-evaluation form which helps her reflect further on her practice and her priorities. She talks openly with parents and has a collection of their written comments on how well their children have developed in her care.

The childminder has established warm and positive relationships with parents and she offers a friendly and flexible service to meet their needs. She is very approachable and provides daily verbal feedback to parents, as well as a regular supply of their children's work to take home. The childminder takes and collects children from the local nursery and school where she is well known, which helps children in their transitions to these settings. She recognises the importance of maintaining such links so that she gains a good understanding of children's development and can work consistently to support individual children. The childminder is aware of the need to work closely with parents and other professionals to support children with more specific needs.

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 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	255329
Local authority	Walsall
Inspection number	893026
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	23/06/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

