

Inspection date	17/04/2013
Previous inspection date	20/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 show high levels of enjoyment, interest and fascination in the varied and stimulating range of experiences that are provided by the childminder. As a result, children are motivated, eager learners who make good progress in their learning and development.
- Partnerships with parents are very positive and make a strong contribution to meeting children's needs. Children's transition from home into the setting is very well supported. This contributes to children developing a secure sense of well-being, in order for them to be effective learners.
- Robust safeguarding policies and procedures are implemented effectively and ensure children's safety and welfare is protected and promoted at all times.
- Since the last inspection the childminder has obtained a qualification at level 4 in childcare. This has helped her to monitor and evaluate her provision, which ensures high standards of care and learning are maintained and built upon.

It is not yet outstanding because

- The childminder does not capture all opportunities to extend children's ability persist and find other ways of doing things when some challenges occur, in order to sharply focus on and fully promote this area of learning.

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 activities in the childminder's lounge, kitchen and garden
- The inspector interacted and spoke with children present.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector took account of the written views of parents.
- The inspector conducted a joint observation of a children's activity with the childminder.
- The inspector looked at a range of documentation which included safeguarding and complaints and children's learning records.

Inspector

Christine Armstrong

Full Report

Information about the setting

The childminder registered in 2005 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She lives with her two young children in Dudley. The ground floor of the premises along with one bedroom is used for childminding purposes. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools. There are currently two children on roll in the early years age group.

The childminder holds a childcare qualification at level 4. She operates all year round from 7.30am to 6.30pm. She has an assistant who works with her on a part time basis.

What the setting needs to do to improve further

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

- enhance opportunities for children to take several approaches to solve a problem, in order to reach a goal by; encouraging them to describe problems they encounter and to talk through possible ways to solve the problem.

Inspection judgements

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

The childminder observes and assesses children progress, involving parents in this process from the onset. This ensures the childminder has an early, accurate picture of children's achievements and next steps in learning. It also helps parents to support their children's learning at home. As a result, children receive tailored support for their learning from the onset, which helps children to make good progress in their development.

The childminder provides a variety of stimulating and interesting experiences to arouse children's curiosity and motivation to learn, based on their interest and ability. For example, the childminder plans lots of opportunities for children to learn about their wider world, in order to support their enjoyment and interest in being outdoors. She makes good use of her garden to provide children with rich first hand experiences, such as caring for a pet rabbit and growing and watering flowers and vegetables. Bird feeders are used to attract birds into the garden so that children can note their features and behaviour. This interest in small creatures is extended further with the use of small garden equipment to dig, hunt and count bugs. A herb garden, windmills and wind socks are used effectively to capture and stimulate children's sensory experiences and awareness of movement caused by the wind.

The childminder takes children on a number of visits to further promote their learning and interest. For example, they go to a local farm to see the spring lambs. They feed the ducks at a local nature reserve and they visit a local museum to find out about dinosaurs. The childminder also models ways of finding out information. For example, she takes children to the library to get books about lambs and spring. She also provides good opportunities for children to be creative and express their ideas about their experiences using a wide range of craft materials. Children's work and photographs of their experiences are displayed around the childminder's house, which encourage children to recall their thoughts and experiences. These types of activities also support children's physical and early literacy skills.

During activities children show high levels of interest and fascination. This interest is effectively sustained because the childminder encourages children to talk and think about what they are seeing, hearing and feeling. This helps to support children's critical thinking and their communication skills. However, the childminder does not fully capture all opportunities to help children to persist and find other ways of doing things when some challenges occur. For example, when a child calls for help, because she is experiencing difficulty getting a large car up the steps, the childminder undertakes the task herself. This does not ensure children are fully challenged to take several approaches to solve a problem, in order to reach a goal.

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

Partnerships with parents are very effective and make a strong contribution to meeting children's needs. For example, when children first attend the childminder and parents work effectively together to provide high levels of cohesion and continuity between home and the setting. This may include extending settling in periods, shorter care time initially, and parents making visits during lunch times. This provides additional support, if required, to ensure children develop an attachment with the childminder, in order to settle in her care. This ensures children's well-being is secured. Written comments made by parents demonstrate how effectively the childminder provides them with assistance and guidance, in relation to their children's progress and development, particularly in areas, such as sleeping and developing independence. Children are also supported to make smooth transitions to other settings. For example the childminder takes children to visit their new nursery. She also uses books and discussions to help children to become familiar with the new environment they will experience. This is an effective way to help children to become prepared to embrace new experiences.

The childminder understands the great benefits to be gained by children learning in the outdoors. This is particularly in relation to them enjoying fresh air and exercise, Also learning about nature and working on a larger scale than indoors. As a result, she encourages children to move and play indoors and outdoors simultaneously during the day. Children enjoy fresh air and become active outdoors throughout the day and in all weather conditions. They take part in a varied range of activities, including riding wheeled toys, running games and kicking and throwing balls. Children also benefit from attending weekly music and movement sessions. They regularly visit large soft play areas and local

parks where they enjoy learning to climb, slide and balance on large equipment. These activities help children to become active, develop control over their bodies and help to develop a positive attitude to exercise. They also help to support and extend children's social skills.

During play and routines the childminder captures experiences to teach children how to manage risks. For example, children learn about road safety and how to use large and small equipment safely. As a result, children develop a good understanding of how to keep themselves and others safe, relative to their age. The childminder plans activities that help children to develop their understanding and awareness of healthy eating. For example, children take part in healthy eating topics and growing activities.

The childminder is a good role model, treating children with sensitivity and kindness. She pays good attention to fostering children's positive relationships with other children who attend the setting. For example, children look at photographs and talk fondly about children who are not present. Good partnerships with parents ensure children benefit from consistent clear and appropriate behaviour boundaries, which they respond well to.

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

The childminder demonstrates a secure drive to continually develop her understanding of how children learn and develop. For example, since the last inspection she has continued to develop her professional development by obtaining a qualification at level 4 in early years. As a result, she can monitor the educational programmes to ensure children benefit from a broad range of experiences. She is also able to ensure children's individual abilities and needs are closely monitored, in partnership with parents. This leads to good levels of support and intervention and helps to ensure all children make good progress towards the early learning goals. The childminder's self-evaluation is ongoing and effective, resulting in successful improvement plans that support children's achievements over time. For example, improvements are planned to further develop the outdoor area. This further enhances children's opportunities to take part in growing activities, in order to follow their interest and enjoyment in the outdoors and nature.

Written statements from parents demonstrate high levels of satisfaction with the childminder's service. Parents state they are made very welcome and they appreciate how the childminder focuses on ensuring their child settles well into the setting. They report they particularly appreciate the guidance and advice the childminder provides in relation to supporting their children's learning and development. There are currently no children attending the setting who have special educational needs and/or disabilities. However, the childminder has successfully worked closely with parents and other agencies to provide good levels of support to such children.

Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. The childminder has undertaken child protection training and she has devised clear and comprehensive written policies that are effectively implemented. She has a clear understanding of the need to inform Ofsted of any significant events,

including any issues concerning suitability. Robust vetting procedures ensure that adults working in the setting are closely monitored and assessed for suitability. The training and development needs of other adults working in the setting are considered, leading to a strong culture of continuous development. For example, the childminder's assistant attends first aid training and receives tailored advice and guidance from the childminder. This ensures she has the suitable skills to undertake her role. All required policies are in place and shared with parents. This provides continuity between home and the childminder, thus providing security for children and families. Risk assessments are undertaken for the home, garden and outings to minimise risks to children. The close supervision of children and gentle reminders on how to play safely promotes a culture of safety. This means that children are safe as they access play areas.

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	EY292501
Local authority	Dudley
Inspection number	900962
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	20/11/2009
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

