

Inspection date

24/07/2013

Previous inspection date

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

- Children are provided with a broad range of stimulating and challenging activities, which encompass the seven areas of learning. This is because the childminder has a clear and detailed understanding of the Early Years Framework and how children learn.
- The childminder has a thorough knowledge of how to accurately assess children's progress and demonstrates a clear understanding of children's development stages. This means that any gaps in learning are identified quickly.
- The childminder has forged warm relationships with children that help them to feel safe and secure.
- Continuous improvement is clear and structured with areas for improvement identified and addressed effectively through self-evaluation.

It is not yet outstanding because

- There are fewer opportunities for babies to use the outdoor area, due to the organisation of the environment and resources available. This means their physical development is sometimes not as rapid as possible.

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 both inside the house and in the enclosed outdoor area.
- The inspector had a tour of the premises and outdoor area used by the children.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector looked at a sample of documentation, including children's assessment records, planning and evidence of the childminder's qualifications.
- The inspector took account of the views of parents from questionnaires.

Inspector

Carole Price

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one child aged two in Smethwick, West Midlands. The whole of the ground floor and bathroom on the first floor are used for childminding. There is an enclosed garden available for outside play.

The childminder takes and collects children to and from local schools and pre-schools. She operates all year round from 7am to 6pm, Monday to Friday. There are currently two children on roll both of whom in the early years age range.

What the setting needs to do to improve further

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

- develop further opportunities for babies to explore the outdoors on a regular basis by providing resources available within a suitable environment to promote their physical development even further.

Inspection judgements

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

The childminder demonstrates effectively how to support and extend all children's learning, including babies, from a young age. She considers all of the seven areas of learning, while focusing on the prime areas for the younger children. Planning incorporates identified next steps in learning as well as children's interests. There are regular visits to toddler groups and outings to local parks, the zoo and art gallery, which enhance children's learning and develop their social skills.

The childminder is skilful in moving children's learning forward, particularly in relation to their communication and language skills. Older children clearly show enthusiasm during story time when reading a favourite book as they pre-empt names of characters in the story. Younger children enjoy looking at the pictures and turning the pages while also investigating resources linked to the story, such as cowboy hats. The childminder uses different tones and intonation while reading the story to further enhance meaning.

When children go to the dressing up clothes the childminder encourages them to make their own choice and also discusses which character they are going to be. After selecting a caterpillar costume the childminder suggests finding the book, which corresponds with the

outfit. After the children have located the book they respond to questions about what food the caterpillar ate.

The childminder has a clear understanding of children's learning and development needs. She uses a sensory box during one of her adult-led activities, which meets a wide range of needs, including those of babies. Effective questioning is used for older children to describe textures and shapes. Babies enjoy exploring and investigating the different items with support from the childminder.

The childminder undertakes skilled, detailed observations of children, which are recorded in their development folders and are used to assess the good progress children make. She uses her evaluations effectively to prioritise and identify next steps in learning. Photographs and descriptions of the children participating in activities are kept in a separate book to further demonstrate what they have achieved. Parents are kept informed of their child's progress by holding regular meetings and also by use of a communications diary. Parental involvement is also demonstrated as the childminder sends home resources that reflect their individual children's interests, such as a sensory bag. This helps to foster continuity so that children move to their next stage of learning with confidence.

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

The childminder creates a stimulating learning environment inside her home and regularly has classical music playing to encourage and stimulate children. She continually varies the range of resources children use, offering choices while also acknowledging children's interests. The childminder places toys and equipment within easy reach of children in the indoor environment so that they can direct their play and explore their own ideas. For example, older children investigate Russian dolls by identifying size, while also promoting fine motor skills when putting them together. As a result, children are motivated to engage in play and active learning, which helps them to develop characteristics of effective learners. However, due to the current organisation of the garden and the resources available, the youngest children have fewer opportunities to explore the outdoor environment. This means their physical development is sometimes not as rapid as in other areas of learning.

The childminder places high priority on settling-in procedures for all children. This is because she recognises the importance of this. Parents are asked to complete an information sheet detailing important information to share with the childminder. The childminder also requests photographs of family members, which she collates into an album to help children during the settling in period. Children demonstrate positive and strong attachments because the childminder helps them to feel safe, settled and re-assured. She shares relevant information about their daily needs and activities with their parents, which keeps them fully informed about all aspects of their child's care and well-being. This ensures that children separate happily from their parents.

The childminder uses a good range of strategies to support children's understanding of acceptable behaviour and the development of social skills. She encourages older children

to share and take turns using appropriate language. Children enjoy plenty of well-targeted praise and encouragement and consistent boundaries and routines, which help to promote their self-esteem and good behaviour.

Strong links within the local community, such as the local playgroup, are established to further support children's social skills. Children have good opportunities to learn about themselves, each other and the world around them. They take part in celebrating different occasions throughout the year as the childminder incorporates them into her long term planning topics. The childminder also has established links with a local school where she takes the children on a visit and liaises with one of the teachers. This helps children when the time comes to move on to school.

The childminder effectively supports children to develop a growing awareness of the importance of a healthy lifestyle. For example, children are offered organic vegetables at snack time and a range of home-cooked food is served at meal times. Children also benefit from regular, daily fresh air by walking to the local park or playgroup.

Children are kept safe at all times and learn about potential hazards and how these are minimised. For example, the childminder reminds older children to keep the kitchen door closed to ensure that babies are kept safe. When on outings older children are carefully supervised, using reins if appropriate.

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

The childminder demonstrates an in-depth knowledge of planning for activities and understanding children's individual needs. She carries out regular reviews of children's progress and shares these with parents at pre-arranged meetings. The childminder carries out a baseline assessment when a child starts attending, which means that she can track progress and identify any gaps that need to be addressed quickly.

The childminder has a clear understanding of her responsibility regarding safeguarding, which means that children's safety is not compromised. She is aware of the procedure to follow should she have any concerns and if an allegation is made regarding a member of her family. Policies and procedures are regularly reviewed by the childminder to ensure that children's needs are being met.

The childminder has identified areas for improvement by evaluating her practice and details this within her self-evaluation form. This demonstrates how to promote continuous improvement. She is also committed to developing her own practice by proactively contacting training providers in order to enable her to undertake further training.

Effective communication is developed through talking with parents each day and providing a daily diary for children. This sets out children's care needs, such as nappy changes, as well as the activities they have enjoyed. Parents are encouraged to provide information about their child, which helps the childminder to ensure continuity in the children's care

between the home and the setting. Written policies are shared with all parents, which gives them a further insight into how their children's care is organised. Parents are invited to regular progress meetings where they can discuss their children's learning and development needs. They speak positively about the setting, stating how well resourced and stimulating the environment is and that there is excellent communication. They also state how their children have settled in exceptionally well and that they are impressed with the childminder's outlook and attitude. Parents are asked to complete questionnaires on a regular basis to provide their opinions and ideas on what else could be done within the setting. The childminder works closely with others who share care of the children to ensure there is continuity in their care and learning.

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	EY458194
Local authority	Sandwell
Inspection number	904413
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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