

Inspection date	14/05/2013
Previous inspection date	10/01/2012

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

- The childminder and her assistant provide a warm and welcoming home. Toys and resources are easily accessible and attractively displayed, which promotes independence and purposeful play.
- The childminder and her assistant have good relationships with parents. Effective systems for communication ensure they are kept well informed about the progress their children are making.
- Children are cared for in a safe and secure home and develop good relationships with the childminder and her assistant. As a result, they settle well, are keen to explore and develop a positive approach to learning.
- The childminder knows children well, she takes children's interests and what they can do into consideration to help plan interesting and stimulating activities to extend learning.

It is not yet outstanding because

- There is scope to improve assessment arrangements to more robustly monitor children's progress over a period of time to ensure high quality planning is sustained.

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 spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector observed activities in the main play room and undertook a tour of the premises.
- The inspector scrutinised a range of policies, procedures and records including risk assessments, registers and children's records.

Inspector

Julie Preston

Full Report

Information about the setting

The childminder was registered in 1993. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her parents in West Bromwich, West Midlands. Her mother is her registered assistant. The whole of the property is used for childminding with the exception of two upstairs bedrooms. There is a fully enclosed garden available for outside play. The childminder visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. The family has a pet dog.

There are currently four children on roll, three are in the early years age group who attend for a variety of sessions and one school-aged child who attends before and after school and during school holidays. She operates all year round from 7am to 6.30pm Monday to Friday except for family holidays. She is a member of the Professional Association for Childcare and Early Years (PACEY).

What the setting needs to do to improve further

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

- refine ways of monitoring children's progress over longer periods of time so that planning for their progress is consistently of a high standard.

Inspection judgements

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

The childminder has a robust knowledge of the seven areas of learning and provides a broad range of activities and experiences that interest and stimulate children. She has a secure understanding of how children learn and plans and provides a good range of play activities and experiences for them. Both her and her assistant have high expectations for children and support them well as they adapt and settle into their environment. As a result, children are developing confidence, show interest and engagement in their play and are making good progress in their learning and development due to the positive input provided.

The childminder makes effective use of space both inside and outside the home. She provides a good range of toys covering all areas of learning for children with an age and stage appropriate selection provided at low-level. The childminder is aware of individual children's capabilities and offers extension and challenge within activities where she actively motivates children to learn. For example, she is currently working on extending skills for children attending that include acquisition of language and development of

coordination. The childminder observes children as they play to make sure they are making good progress across all the areas of learning. The childminder has a good understanding of where individual children are in terms of their learning and development needs. She plans activities to move them forward and to consolidate their existing skills.

Children are happy and engaged and the childminder and her assistant support their play effectively, getting down to their level, offering care and attention to support their emotional well-being. They effectively encourage and develop speech as they talk to children as they play and repeat words for reinforcement. Children enjoy sharing stories and looking at books as the childminder points out various colours, shapes and develops their understanding of number, in addition to developing an interest in reading and understanding that print carries meaning. Early literacy skills are also being developed as children make marks with paints and crayons. Children enjoy a range of creative activities, enjoying sand play, painting, dough and gluing activities. The childminder encourages children to explore numbers and counting in everyday situations. The positive reinforcement they receive contributes to their high levels of self-esteem and confidence as they feel special and valued in the childminder's home.

Effective partnerships with parents have been established and close bonds with children attending that allows the childminder to work consistently with families as a whole to support individual children's care, learning and development. They share information daily about activities and experiences children have enjoyed, which parents often extend at home, particularly if children have really enjoyed and experience. Parents also share information about activities, events and experiences that children have with them at home. The childminder reinforces and extends these which enables a smooth transition for children from home into her care.

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

The childminder implements good care practices to ensure that children are happy and settled and she promotes a healthy lifestyle and children's well-being. Children benefit from regular fresh air and physical activity. For example, while in the garden, at the park and when using the field to the rear of the property to play ball games, such as football. They also use the outdoor equipment and plant and care for flowers and vegetables. The childminder provides a healthy balanced diet that includes a range of healthy options that include fruit and vegetables from the garden when available. This helps develop children's understanding of where food comes from and healthy eating habits. Parents are informed about what their children eat and drink on a daily basis, and the childminder has a system to record special dietary needs and allergies to ensure individual needs are met. Children enjoy their meals and independently help themselves to a drink of juice when they are thirsty. Good hygiene practices are in place and children are encouraged to implement these, for example, they are encouraged to wipe their own noses and to wash and dry their hands before meals and after using the toilet.

Children are friendly and well behaved, they are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. For example, they learn about road safety as they walk around the local community and while

on their way to and from school. Children are familiar and comfortable within their environment in which they move freely and confidently. Children show through their body language that they are happy, safe and secure. They approach the childminder and her assistant when they want a cuddle and when they are tired, with close bonds evident. For example, one child snuggled on the assistant's lap and drifted off to sleep during the inspection visit. The childminder gives priority to providing an environment that enables children to build on their existing skills. She ensures that children can select and use activities and resources independently. Children make choices about what they want to do and respond well to the childminder's well-timed interventions. Children develop a good disposition and learn within this environment.

The childminder has developed good working relationships with parents and other early years providers. This helps to support children's transitions well as they become familiar with visiting the school setting and its surroundings. The childminder ensures they have the appropriate skills and knowledge to be confident when taking the step of starting school. Parents are encouraged to provide information about children's home care routines activities and achievements to ensure that these remain familiar and can be expanded by the childminder within activities and experiences provided. They also have opportunities to contribute ideas and suggestions for the childminder to implement within her practice. Information about children's progress and individual needs are effectively shared on a regular basis with other settings through ongoing verbal dialogue. This helps to promote continuity of their care and support for their learning.

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

The childminder and her assistant are dedicated to providing quality care and she has operated as a childminder for over 20 years. She has a strong commitment to help every child have a good start in life and aims to do this through the provision of a warm, safe and secure setting, where children can really thrive. The childminder is committed to the ongoing development of her knowledge and expertise and is keen to attend additional training to support this aim. She implements effective self-evaluation and reflects on the provision she offers to children. She identifies areas to focus on and develop further and works with the local authority advisors to develop the service she provides.

Effective safeguarding policies and procedures are in place and the childminder has attended training to ensure she can address any concerns identified in relation to child protection. For example, she has a written safeguarding policy and has information from the local authority which means she has the correct information and contact details at hand if needed to ensure children's safety.

The childminder has a good understanding of the revised Statutory Framework for the Early Years Foundation Stage and the 'Development Matters in the Early Years' guidance, including knowledge and understanding of the prime and specific areas of learning. Systems implemented for observation and planning reflect this and highlight progression children make during their time at the setting and the childminder can identify next steps

in learning. However, although two year old progress checks are completed and the childminder is aware of the children's stages of learning, there is scope to improve how their progress over a longer period of time is monitored so she can consistently provide and plan for high quality learning experiences. This means she is not able to easily monitor individual progression effectively. A good range of activities and experiences are provided that are of interest and provide challenge for children to support learning with regular opportunities for adult-led and child-initiated activities. Children have lots of choice within routine activities completed, such as selecting which resources they would like to play with next. This results in children being happy, content and facilitates their ongoing learning and development.

The childminder updates parents on a regular basis in relation to individual children's care, progress and achievements. Therefore, parents are kept up-to-date regarding their children's learning, development and welfare. She has formed positive working relationships with the local school and shares information with regard to children's well-being, care needs and class topics and themes.

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	254965
Local authority	Sandwell
Inspection number	912742
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	10/01/2012
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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