

<b>Inspection date</b>	19/07/2013
Previous inspection date	02/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 has a strong knowledge of the Early Years Foundation Stage and understands how individual children learn, ensuring that they make good progress in their learning and development.
- Children are very settled and content with the childminder as they seek her out for reassurance and comfort, contributing to their personal, social and emotional development effectively.
- The partnership with parents and other settings is well established and promotes consistency in children's learning, particularly as they prepare for their transition to school.
- Children are motivated by the enthusiastic childminder, who shares her own excitement about interesting activities and experiences, capturing children's interests and welcoming their contributions to the intuitive learning opportunities on offer.

#### **It is not yet outstanding because**

- The childminder has not fully considered the use of non-verbal communication to support children where spoken language is still developing.
- There is scope to extend the range of resources available for promoting children's imagination to further enable them to express their ideas and role play activities.

## 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 the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at documentation including children's records, learning and development information, and a selection of policies and procedures.
- The inspector conducted a safety check on the premises.
- The inspector took account of comments from parents in written testimonials and on children's developmental records.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

The childminder was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and stepson aged 12 years in Oldbury, Sandwell. She works with her daughter, who is also a registered childminder. The whole of the ground floor and the rear garden are used for childminding. Toilet facilities are sited on the first floor. The family has a dog.

The childminder attends various toddler groups, childminding groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently eight children on roll, seven of whom are in the early years age range. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except Bank Holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

### 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 communication and language development further by exploring the use of non-verbal strategies, such as signing, to support children where spoken language is still emerging
  
- extend the opportunities for children to develop their imagination further by expanding the range of role play resources, such as dressing up clothes, fabric and materials.

## Inspection judgements

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

Children make good progress in their learning and development because the childminder has a secure knowledge of how children learn effectively. She plans effectively to capture their interests and motivates them through her own excitement and enthusiasm. The long-awaited arrival of the new playhouse supports children's interest in construction, how things are put together and how they can work as a team to achieve the end result. This is planned for later in the day when they can complete the task outside. The childminder identifies different learning styles in the children, particularly those who prefer outdoor

activity. This is planned into the daily routines as children visit a variety of venues and parks to extend their physical skills and make the most of learning opportunities.

The childminder uses innovative ideas to extend children's communication and literacy skills. This is effective in helping children develop skills for the future as they prepare for the transition to school and other settings. For example, they have recently made shopping lists and visited the nearby supermarket to purchase their items. The childminder notes how children matched the list, used money to pay for their purchases and then used the ingredients in their cookery and healthy eating activities. They have also made pictures which they have placed in envelopes and taken to the post office to send to their families. This supports children in recognising sequences in action, and also promotes the shared learning with their families. Children develop their imagination through music and movement activities, and role play in the home corner, indoors and outside. Budding mechanics use the play tools with skill and make connections in their play as they try to undo screws on the toys with the play screwdrivers. Opportunities for children to extend their imagination through some activities, such as dressing up, are not as well resourced, an aspect of the provision which the childminder has identified as an area for improvement.

The childminder works well with parents to ensure that children make good progress. Parents are involved in the observation and assessment of their children and are invited to comment on the records. One parent notes how accurately the childminder has captured her child's determined character when noting how the child persisted at clambering onto the furniture independently. The childminder has improved her practice with regard to involving parents in their child's learning. She encourages them to take their children's developmental records home to share with other family members. Good use is made of Max, the soft toy dog, who visits children's homes and shares his experiences as parents record information about his visit.

Pertinent observations of children's progress are undertaken, and the childminder is accurate in her assessment of their attainment. This contributes to effective planning for further progress and the identification of any areas where children may require additional support. The childminder works sensitively with parents and other professionals to support areas such as communication and language development, and supports this with the use of pictures and gestures. However, she has not fully considered how the use of sign language may support young children in developing effective communication and reducing incidents of frustration where spoken language is still emerging.

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

Children develop a strong sense of belonging as they relate to the pictures of their family which are displayed on the 'family tree' in the lounge. They spot members of the childminder's family and form firm friendships with them to feel secure. They are supported sensitively as they develop relationships with their peers, learning to consider the needs of others as well as their own. The childminder is aware of younger children showing some frustration and strong emotions, and uses the pictures of facial expressions depicting feelings to help them cope at such times. They look at the various pictures and

discuss how they are feeling, often eliciting laughter as they copy the expressions in the pictures. The childminder is sensitive to children's emotional development and works with parents to promote this. Max, the toy dog, has been used to help a child become more settled with the presence of the family dog.

Parents currently supply their children's meals and snacks, and the childminder discusses healthy options and next stages in young children's feeding routines. Children enjoy the social interaction during mealtimes, sitting at the table and chatting with the childminder and her co-minder. Occasionally, they also enjoy having a picnic-style meal seated on the rug on the floor. Sleep and toileting routines are discussed in detail with parents at the start of any placement and are regularly reviewed to take account of the next steps in their development. Children are supported in becoming independent in such routines as the childminder helps them to prepare for moving to full-time school. They participate in active and energetic play to promote their health and well-being, using balls and wheeled toys with increasing skill and care. They make their own choices about their activity as they select from a range of resources and equipment that are clean, well maintained and easily accessible. They gain a sense of responsibility as they help to tidy away, and great celebration is had when a child freely joins in with this routine for the first time. The childminder uses such routines to encourage children to become aware of their own safety and the safety of others.

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

The experienced childminder has a good knowledge of the Early Years Foundation Stage and works very well with her co-minder to offer consistency and continuity of care, learning and development to all of the children. This prepares children well for the next big steps in their early education. The childminder has addressed the recommendations from her previous report, engaging parents actively in their children's learning and development, and extending the opportunities for children to develop their early writing skills appropriately. She is very aware of her legal responsibilities in safeguarding children. All adults in the household have undergone relevant checks to assure parents of their suitability. The childminder updates her knowledge of the child protection procedures and has detailed policies and procedures in place to share with parents regarding her duty of care. Children's safety and well-being are further assured as the childminder undertakes rigorous risk assessments, both on and off the premises. She is acutely aware of maintaining confidentiality at all times with regard to any children's information and personal records.

The childminder appreciates the knowledge and enthusiasm her co-minder brings to the shared provision. This contributes to driving the improvement in practice, and ensures that children receive consistent care and attention and that teaching is based on a secure knowledge of each child. The childminder constantly reviews and reflects on her practice and how it can be improved. She has taken steps to improve the environment for the children, such as replacing carpets with laminate flooring and reviewing her storage arrangements to promote their health and independent learning. Parents express their deep satisfaction with the childminder and the impact her practice has on their children's

progress. They add comments to their children's developmental records and provide testimonials to support this. They state that they are so glad they chose her, adding 'you are a truly amazing childminder'.

### **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

<b>Unique reference number</b>	254997
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	924213
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/07/2010
<b>Telephone number</b>	

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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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