

Inspection date

19/07/2013

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

- The childminder is well organised and undertakes thorough observations that inform her planning, resulting in children making good progress in their learning and development.
- Children develop a strong sense of belonging with the childminder as they form caring and respectful relationships with her and her family.
- The childminder demonstrates a good understanding of her responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- The childminder works closely with her co-childminder to reflect on the practice and consider the impact on children's care, learning and development, targeting improvement effectively to strengthen the practice.

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.
- Opportunities for younger children to discover how movements they make can create marks are not as well promoted outdoors.

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 the 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 carried out a safety check on the premises.
- The inspector took account of comments from parents in written testimonials and children's developmental records.

Inspector

Patricia Webb

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 is registered to work as a co-childminder at her mother's address in Oldbury, West Midlands. There are three adults and a 12-year-old child living at the address. The childminder's mother is also a registered childminder. The whole of the ground floor is used for childminding, with toilet facilities on the first floor. There is an enclosed rear garden for outdoor play. The family has a dog as a pet.

The childminder attends various toddler groups, childminder 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 and her co-minder operate together all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder 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 using non-verbal strategies, such as signing, to support children where spoken language is still emerging
- extend opportunities for young children to make connections between their movements and the marks they make, such as painting outside with brushes and water.

Inspection judgements

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

Children enjoy a range of planned and purposeful activities that enable them to acquire skills, attitudes and dispositions ready for the next steps in their learning. They are supported well by the childminder and her co-childminder as she knows the children's characters and learning styles well. She demonstrates a clear understanding of their

stages of development through the experiences that she provides for them and how well she interacts with them. Ongoing observations and accurate assessment enables the childminder to plan for extending children's learning as they gain confidence and skills. She is aware of using such records to identify any children who may require additional support and is aware of working closely with parents and other professionals should this level of intervention be necessary.

The childminder provides a selection of resources that stimulate children's interests as, for example, they relate to the familiar cartoon characters on the wall frieze. The childminder has noted how effective this resource has been when settling in children and their parents. Children discover the properties of the wind as they blow bubbles and the childminder draws their attention to wind direction and the different sizes of the bubbles, developing their mathematical concepts. She is aware of how extending children's vocabulary offers challenge and interest to their emerging language development. Where children are still acquiring spoken language skills, the childminder has not fully considered who the use of sign language, such as Makaton, could assist in this aspect of communication and language development. Children enjoy story time and song time with the childminder. She adapts familiar songs, such as 'If you're happy and you know it', to acknowledge strong feelings and emotions with some of the younger children. This supports their emotional development as they are sensitively helped to cope with feelings of frustration and anxiety. Children enjoy physical activity indoors and outdoors as they reach key milestones with sensitive and planned support. Outside, they use wheeled toys and equipment with increasing skill. However, the childminder does not make best use of opportunities for younger children to make large marks in their play and connect this with the movements they are making. For instance, she has not fully considered pointing out the tyre marks some wheeled toys can make or have children scribing marks with water and large paintbrushes on the fence or slabs.

Partnerships with parents are strong as the childminder obtains detailed information about children's needs, preferences and routines before they start their placement. This helps to inform planning in order to meet individual needs. She keeps parents well-informed about their child's progress on a daily basis and involves them actively in some of the assessment processes, particularly the progress check for children aged two to three years. Parents often take their children's developmental records home to share the children's achievements with other family members, valuing their efforts.

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

Children are happy, settled and very secure in the home with the childminder and her co-minder. They work closely together to offer a consistent and varied programme of activities and experiences that take account of children's individual routines and care needs. The settling-in procedures are managed well for each child and their family, taking as long as necessary before they start, ensuring a smooth transition from home and, in some cases, from other previous providers.

Effective storage and presentation of the wide range of resources helps to promote

children's independence and their sense of responsibility. Great acknowledgement is given when a child, who is normally reluctant to tidy away, begins to place the construction bricks back into the basket freely, a significant step in learning boundaries and expectations of behaviour. They are supported well in gaining skills for life, such as sharing and taking turns, in preparation for their transition to school or other settings. The childminder takes her cues from the children's moods and demeanour, skilfully adapting routines to take account of issues, such as the heat, children having had disturbed sleep or being tired and hungry. They tuck in to the snacks and meals their parents provide, as the childminder talks about healthy eating and having plenty to drink during the warm weather, promoting their well-being. The childminder ensures that foodstuffs provided by parents are stored properly to limit the risk of spoilage.

The childminder understands how to prepare children for their transition between settings and works with other providers who deliver child's early years learning and development. For example, she exchanges information with a pre-school some children attend, ensuring children are fully supported in their learning and development in a consistent way.

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

Having worked as an assistant to her co-minder for some time, the childminder has now registered in her own right. She brings her up-to-date knowledge of the Early Years Foundation Stage safeguarding, welfare, learning and development requirements to the practice to ensure all aspects are met. Effective risk assessments, policies and procedures are implemented effectively to keep children safe. She has a good understanding of safeguarding procedures and is supported in this by her experienced co-minder. She demonstrates a clear understanding of the appropriate action she would take should she have any child protection concerns, reporting to the relevant agencies and authorities. Parents are further reassured of their child's safety as all adults in the home have undertaken the relevant checks on their suitability. The childminder is very aware of keeping Ofsted informed of any significant events or changes that may affect the operation of the provision.

The childminder has implemented robust systems for assessing children's learning and development. Together with her co-minder, they analyse children's activities and observations, planning next steps with care and appropriate levels of challenge. Part of the self-evaluation process shows that the childminder has identified aspects for further improvement, including her own professional development. She is seeking to undertake a professional course to gain a qualification to further improve the experiences and opportunities for children. Parents are actively involved in this process, commenting on some of the assessment records and remarking on how well the childminder appears to have gained an insight into their child's innate characters. Detailed information is sought from parents regarding their children and all records and information is treated confidentially. Parents express their appreciation of the childminder's commitment as they refer to how they and their children love the childminder and look forward to their

sessions.

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	EY454191
Local authority	Sandwell
Inspection number	924211
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	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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