

## Inspection date

Previous inspection date

13/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- The childminder provides a caring and loving environment, which means that all children form appropriate bonds and secure emotional attachments.
- Children are kept safe and are protected from harm because the childminder has a clear understanding of safeguarding issues.
- The childminder has identified weaknesses or areas for improvement in the setting using the self-evaluation system.

### It is not yet good because

- There are few opportunities and activities provided for babies and younger children to enable them to progress in their learning.
- Information is gathered from parents about children's interests but is not considered when planning activities.
- Children do not have regular fresh air and physical exercise as the outdoor area is not available.
- There is limited information shared about children's learning with other professionals, which means transitions are not fully supported.

## 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 in the lounge.
- The inspector had a tour of the premises accessed by the children and viewed the outside area.
- 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 into account 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 part of the Childcare Register. She lives with her parents in Halesowen, Dudley. Her adult brother is registered as her assistant. The lounge area is used for childminding, with the additional use of the first floor bathroom and the rear bedroom. There is a fully enclosed rear garden for outdoor play. The family has a pet dog.

The childminder collects children from the local schools and pre-schools. She operates all year round from 7am to 7pm, Monday to Friday, except for family holidays. There are currently three children on roll within the early years age range.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there are a broad range of activities and opportunities planned for babies and young children, to enable them to make progress in their learning
- use information gathered from parents to incorporate children's interests and experiences in the planning of activities, to extend and enhance their learning
- promote a healthy lifestyle by providing opportunities for all children to have daily fresh air and physical exercise.

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

- liaise with other providers and settings to share children's developmental levels, to ensure their individual needs are met.

## Inspection judgements

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

The childminder demonstrates some effectiveness in supporting children's learning, particularly for children of pre-school age. Babies and younger children currently have few opportunities and activities planned to support their learning. The childminder does, however, include specific activities in her weekly routine to enhance children's learning in different ways. For example, she makes regular visits to a local playgroup and parks. This

helps to develop children's social skills and also enhances opportunities for physical and language activities.

The childminder demonstrates an understanding of the learning and development requirements. She carries out regular observations of the children and records their progress in their learning profiles using text, photographs and examples of their creative artwork. When children start at the setting, an initial assessment is completed by the childminder determining age and stage of development in the seven areas of learning. However, although the childminder seeks information from parents about children's interests on entry, she does not use this information in any way to inform planning. The childminder undertakes the progress check at age two for children aged between two and three years. She meets with parents to discuss their child's progress and any concerns they may have, so these can be addressed. Parents record written comments upon the report.

Children currently have access to one room inside the house where they are able to choose from a range of toys and equipment which are age appropriate. However, due to construction work being undertaken in the rear garden, this means that it is no longer accessible for children. Children's physical skills and opportunities to freely play indoors or outside in different weather are, therefore, limited. The childminder does occasionally use the front garden area or the garden of another childminder.

The childminder supports children's developing communication and language, talking with them during activities they are involved in. She focuses upon letter sounds and encourages older children to spell their name phonetically, modelling sounds as needed. This is then extended by asking them to find the correct letters from an alphabet jigsaw to match the sounds. She teaches children to share and to be kind to one another, which supports the development of their social skills in preparation for moving to school. The childminder supports children by asking effective questions, encouraging them to think of ideas. For example, when looking at the tools to use for model making, she asks them to find one which is appropriate for making eyes and why. Children respond, with support, commenting on circles and patterns. The childminder offers further support by suggesting ways to make letters appropriate for their names by modelling different techniques, such as rolling the material.

Information is shared with parents about children's activities through the use of a daily diary and verbal feedback, so they can continue children's learning at home. The childminder also records on a whiteboard in the entrance hall details of the topic being covered and a range of activities to correspond with this for parents to view. Parents speak highly of the childminder by commenting on the excellent service which she provides. They say that they are 'happy with activities provided' and 'content with meals and snacks provided'.

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

Children are seen to be settled, supported and have good attachments to the childminder. She obtains key information from parents when children start to ensure that individual

needs and routines are known and met. This helps children to settle easily and more readily into her care as, for example, sleep patterns and dietary needs are routinely met. However, the childminder has yet to develop a system of information sharing with other providers in order to work in partnership and to aid children's transition into schools. The childminder knows the children well and supports them as necessary, while also encouraging independence.

Children are confident in expressing their needs to the childminder and communicating with visitors about their favourite toys. Older children are able to choose what they would like to play with by finding a photograph in a book which contains pictures of all of the toys. The organisation of the environment supports children to develop their independence. Children explore the environment freely and access a wide range of resources to follow their interests and initiate their own play. Behaviour is good as they respond well to the boundaries set by the childminder, for example, reminding them of people's feelings when they make comments.

Children are beginning to adopt healthy lifestyles because the childminder promotes healthy eating. She provides a wide range of healthy meals and snacks for children. Reward charts are used to encourage children to eat healthy foods. Their health is further promoted as the childminder follows established daily routines by encouraging hand washing and the use of individual hand towels. However, children have few opportunities to learn about the benefits of a healthy lifestyle, utilising fresh air and physical exercise as part of their daily routine, due to lack of easy access or planning.

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

The childminder demonstrates a suitable understanding of the Early Years Foundation Stage. She is aware of the importance of assessing and monitoring children's progress and has started to develop documentation and records to support this. The childminder welcomes the support provided by other professionals to develop her provision. However, she has not yet developed a system to work with other providers to ensure the progression and continuity of learning and care for all children.

Children are safeguarded appropriately. The childminder has all of the relevant documentation in place to support her knowledge and ensure that children are kept safe and secure. She has completed training in child protection and first aid. The childminder is aware of the signs to alert her to any child protection concerns and she knows how these should be reported. She also knows what action to take in the event of children becoming injured or ill. The childminder provides a high level of supervision for the children and takes suitable steps to identify and minimise risks to them.

The childminder is developing positive relationships with parents, which supports continuity in children's learning and care. Parents receive daily feedback and are encouraged to contribute to some assessments of children's learning and development. The childminder has a parents' notice board to share relevant information regarding menus and planned activities for children. Systems to gain feedback from parents are

developing through the introduction of parent questionnaires.

The childminder demonstrates a willingness to improve her skills and develop her setting, identifying additional training which she feels would enhance the children's learning opportunities. She has identified several areas of improvement by using a self-evaluation process. This means that she is committed to improve the service she offers for children.

### **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

<b>Unique reference number</b>	EY458160
<b>Local authority</b>	Dudley
<b>Inspection number</b>	905941
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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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