

Inspection date

Previous inspection date

28/08/2013

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 dedicated to improving the quality of education and care through continuous self-evaluation. Consequently, children settle well and are involved in a range of activities which they enjoy. This means that children make good progress in their learning and development.
- The childminder creates a warm and welcoming environment. Therefore, children are content and comfortable, displaying a strong sense of belonging and forming positive relationships with their peers and the childminder.
- The childminder provides activities which motivate children by ensuring tasks are as open-ended as possible, allowing children to make choices and express their own ideas.
- Effective partnership with parents means that the childminder recognises and promotes the individuality of children to meet their needs effectively.

It is not yet outstanding because

- The childminder does not fully support children in developing an awareness of differences, because relevant experiences and play opportunities representing diversity are not as rich as other activities provided.

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 activities in the playroom and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers.

Inspector

Jasvinder Kaur

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 two children aged one and eight years. The family lives in Kingswinford, West Midlands. The whole of the ground floor and a first floor bathroom are used for childminding. There is a fully enclosed garden available for outside play. The family has two pet rabbits.

The childminder currently has one child on roll in the early years age group who attends for a variety of sessions. She also offers care to children aged over five to 11 years. She is able to take and collect children to and from local schools and pre-schools and makes use of local facilities, such as toddler groups, parks, shops and the library.

What the setting needs to do to improve further

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

- support children's awareness of diversity further through providing appropriate experiences and organising relevant play opportunities on a regular basis.

Inspection judgements

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

The childminder has a secure understanding of implementing the learning and development requirements of the Early Years Foundation Stage. She has high expectations of children, based on an accurate assessment of their skills on entry to the setting. Regular observation of children's play helps the childminder to plan activities which meet their next steps in learning, sustain the progress they make and quickly close any identified gaps in learning. Children are provided with good play opportunities to help them make progress across all prime areas of learning and development. This ensures that they are well prepared for school when the time comes. Their individual interests, preferences and ages are taken into account in the planning. Children have good access to a stimulating range of toys and equipment which are maintained in good condition. Consequently, children are contented and confident in familiar surroundings, able to use the resources imaginatively and follow their natural curiosity as learners.

Children's communication skills are fostered through positive interaction with the childminder, story and singing sessions and making marks. They take pleasure in creating and listening to a wide variety of sounds while using electronic toys and musical instruments. Babies happily join in, copying sounds and actions, such as blowing, giggling

or rolling a ball. For example, children successfully understand simple two-stage instructions as the childminder asks 'Can you pick up the ball and roll it back'. This promotes their understanding and communication skills effectively. Plenty of opportunities are arranged for them to become aware of their local community and be able to interact with other children. They visit local parks, children's centres, pre-school settings and other childminders in the area. Hence, they establish good relationships with adults and peers. There are opportunities to develop their understanding of shape, space and size through daily routines and cooking activities. Children are encouraged to count objects and toys during play, which supports their understanding of numbers. Young children are encouraged to solve simple problems. For example, the childminder asks 'Where is your nose' as children look in a toy mirror.

The childminder provides a good variety of colouring materials and a selection of resources to help children explore and develop their creative skills, including making collages. A range of musical instruments, textures and sensory experiences, including using play dough, paint, sand and water, supports children's skills. Babies respond to their favourite music and nursery rhymes and move their whole bodies spontaneously to the sounds. The childminder regularly shares children's learning and development with parents through learning journals, daily diaries and verbal and online communication. She encourages parents to share what they know about their child and become actively involved in their child's learning. Through regular feedback, parents can contribute in the planning of activities and extend their children's experiences at home.

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

The childminder organises a welcoming, bright and colourful environment, where children can independently access well-organised resources. They are confident and develop friendly relationships with the childminder and their peers. Children clearly enjoy each other's company, take an active part in group play and learn together. An effective settling-in policy, close partnership with parents and one-to-one interaction with the childminder ensure that children, including babies, quickly become familiar with the new environment, so that they feel safe and secure. The childminder spends time talking to and playing with children to support the forming of strong attachments and to help them feel relaxed in the friendly atmosphere. She is able to provide appropriate support to prepare children for transition to other settings through discussion and relevant play opportunities.

The childminder generally promotes inclusive practice and values all children as unique individuals, offering support according to their individual needs. However, the play opportunities and activities representing diversity are not as rich as all other activities offered. This means the children are not fully supported in becoming aware of differences.

Children's health and well-being are made a priority, and the childminder emphasises the benefits of outdoor play and indoor physical activities on a daily basis. Regular visits to the local park and access to the child-centred outdoor play area provide a balanced and broad range of opportunities for physical development. The childminder is sensitive to babies' individual needs, such as when teething, and readily adopts their routines for eating and

sleeping. There is a sociable and relaxed atmosphere at mealtimes and children enjoy their packed lunches. Drinks are readily accessible for children throughout the day to ensure they are hydrated appropriately. Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the home, responding positively to guidance from the childminder. Her approach to the children is calm and positive. She values their individuality and praises their good behaviour and achievements. During play and daily routines, the childminder teaches and encourages children to be safety conscious without being fearful. For example, they learn about 'stranger danger' and road safety and take part in regular fire drills. They are also reminded during play of house rules relating to safety.

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

The childminder has implemented a robust system to monitor and evaluate her practice, therefore, ensuring that improvements are made that promote children's welfare and learning. Ongoing training, meetings with other childminders and a development officer help the childminder to update her professional skills in line with the Early Years Foundation Stage. She adopts targets as and when necessary to further improve the provision and outcomes for children. To support this progress, she seeks the views of parents, children and her mentor. The childminder has a secure knowledge of the current educational programme to ensure a broad range of experiences are provided to help children make good progress towards the early learning goals. She completes regular and precise assessments of children and uses these effectively to plan age-appropriate and challenging activities. She maintains all required documentation and records and makes them readily available for parents and for inspection.

The childminder protects children from harm or neglect, as she has a secure understanding of the Local Safeguarding Children Board requirements and signs and symptoms of abuse. She has attended the relevant training and is able to put appropriate procedures into practice should she have concerns about a child. The childminder conducts effective risk assessments and takes action to manage or eliminate hazards to ensure safety indoors and outdoors. All areas within the home are safe and secure.

Parents report that they are very happy with the care and education their children receive in this stimulating environment. They add that the childminder has helped make going back to work easier as they know their children will be well looked after. The childminder demonstrates a good knowledge of how to develop partnerships with other professionals, such as the local school and nursery staff, in order to fully promote continuity and progression.

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	EY457694
Local authority	Dudley
Inspection number	910729
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	1
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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