

<b>Inspection date</b>	30/08/2013
Previous inspection date	02/02/2012

<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 good teaching skills and understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning.
- Children show good levels of interest in what is available, because the resources offer suitable challenges. Effective maintenance and organisation of equipment and toys enable children to use their initiative and follow their natural curiosity as learners.
- Children's personal, social and emotional development is well supported. Hence, they are happy and form positive relationships with peers and familiar adults.
- The childminder is committed 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.

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

- Sometimes, the childminder does not always consistently encourage parental contribution to assessing new children's starting points on entry in order to present even more appropriate challenges as children move towards excellence in their learning.

## 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.

## Inspector

Jasvinder Kaur

## Full Report

### Information about the setting

The childminder has been registered since 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and a three-year-old child in Codsall, West Midlands. The whole of the ground floor and first floor bathroom of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play. The childminder has two cats and some fish as pets.

The childminder has achieved a Foundation Degree in childcare and a BA Hons in Early Childhood Studies. She currently has three children on roll in the early years age group who attend for a variety of sessions. She also offers care to children aged over five to 11 years. The childminder 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 library.

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

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

- promote even more effective learning by always consistently encouraging parental contribution to assessing children's starting points on entry.

### Inspection judgements

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

The childminder provides good opportunities for all children to make progress in their learning and development. She creates a secure environment, where children are contented and confident in familiar surroundings. They benefit from a well-organised and safe environment. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. She, generally, develops positive relationships with parents and discusses and records their children's welfare needs, both initially and on a regular basis. However, sometimes she does not consistently encourage parental contribution to assessing new children's starting points on entry. This initially has an impact on the challenges presented to individual children as they move towards the early learning goals. Nevertheless, parents and carers are encouraged to take an active part in themed projects and activities to extend learning at home.

The childminder's good interaction and questioning skills enable children to be involved

enthusiastically in activities and in selecting resources. She provides a broad range of experiences to help children make progress in all seven areas of learning. Children's individual interests, preferences and ages are taken into account in the planning of activities. This results in children forming secure attachments to the childminder and her family members. They are well prepared for the next stage in their learning, because the childminder provides appropriate support and reassurance in preparing them for their transition to other settings and schools.

The childminder engages effectively with children, involving them in conversation and promoting their language and communication abilities. She encourages children to share their thoughts and experiences by asking open-ended questions. These skills are enhanced through story and singing sessions, making marks, and reading and writing their own names. All children clearly enjoy learning sounds and letters, while painting and recognising the colours they choose. They visit a library regularly to borrow books, and a wide selection of books is readily accessible to them in the setting to enrich their skills.

Good opportunities are provided to exploit children's simple calculation skills, for example, enabling them to recognise different quantities and sizes and to count and to calculate. A selection of resources, including tools and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives. Children plant bulbs and seeds and observe them as they grow and change over time. A range of textural experiences, including various lentils, seeds, natural materials and water and sand play, encourages children's talents.

The childminder provides an inclusive practice for all children through effective deployment of resources. Children have their welfare needs met and achieve irrespective of their abilities or backgrounds. Celebrating festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity help children to understand and respect the values of others.

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

The childminder effectively supports children's personal, social and emotional well-being through providing interesting opportunities for development. A positive partnership with parents ensures children's welfare needs are met effectively. Consequently, the children feel safe, are confident and benefit from a welcoming environment. They are keenly interested in play, responding in the family-oriented setting to the childminder's enthusiasm. The resources are set out at a low level to be easily accessible, and this ensures children have independence in selecting toys, thus, supporting children's self-confidence. Children make positive decisions in choosing foods, drinks, resources or activities. They develop a sense of responsibility and help the childminder with small tasks, such as tidying up. The childminder supports children in becoming independent in self-care. She encourages them to put on their coats or shoes and to be self-sufficient in wiping their own noses or washing their own hands. The childminder provides appropriate support, through talking, reading relevant story books and play opportunities, to prepare

children for transitions to other settings.

The childminder provides ample resources and challenges, during both outdoor and indoor play, to promote children's physical skills effectively. They go out in the fresh air regularly and take part in physical play in the childminder's garden or at pre-school settings. Snacks and meals are nutritious and include healthy choices, and the childminder creates a social and relaxed atmosphere at eating times. She encourages the children to drink frequently in order to prevent dehydration. The childminder employs a positive and consistent approach to managing behaviour. She encourages and praises children's efforts and teaches them to share toys appropriately. As a result, they relate well to peers and enjoy their company, spontaneously tickling each other and laughing. All children behave well and develop an understanding of the set boundaries and expectations within the home. They learn to take care of themselves through the childminder's guidance on road safety and other possible hazards in their everyday lives, both indoors and outdoors.

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

The childminder is committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Her system of evaluation for the setting includes listening carefully to the views of children and parents, and ongoing support from the local authority. The childminder is pro-active in accessing training to continually improve her knowledge and skills. As a result, she has a secure knowledge of the current educational programme. She completes regular and precise assessments of children and uses these effectively to plan age-appropriate and challenging activities. Policies and procedures are under continual review. All the required documentation is effectively maintained and readily available for inspection. Good progress has been made since the last inspection and all the previous recommendations have been successfully addressed.

The childminder has a clear understanding of her responsibility in relation to child protection issues. She has completed a relevant course and demonstrates a good working knowledge of the possible signs of abuse and neglect. Appropriate vetting ensures that adults having regular contact with children are suitable. To ensure children's welfare and safety, the childminder maintains adult to child ratios at all times and monitors visitors to the setting. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. The environment is secure, and detailed risk assessments confirm that the childminder carries out regular checks to eliminate hazards, both around the home and for proposed outings.

The childminder encourages parents and carers to share appropriate information about their child's welfare needs. Suitable opportunities are provided to discuss children's progress in order to ensure individual needs are sufficiently met. The childminder demonstrates a good knowledge of how to develop partnerships with other professionals, such as local school and nursery staff, in order fully to promote progression. She works in partnership with other professionals, including local pre-school staff, to discuss the

continuity of children's learning.

### **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>	EY431108
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	911845
<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>	5
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	02/02/2012
<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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