

Inspection date

16/09/2013

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

- Children demonstrate they are happy and form close relationships with other children and the childminder. They settle well in the setting because the childminder provides warm and caring relationships, thereby, promoting their emotional well-being.
- The childminder promotes good engagement with all parents and carers and ensures that they are kept well informed about their children's achievements and progress over time.
- Children make good progress in relation to their starting points and capabilities. The childminder fosters children's current and ever changing interests by providing a broad range of challenging activities to excite their curiosity.
- Partnerships with parents and other providers ensure smooth transitions between the childminder's setting and home and also other settings and school.

It is not yet outstanding because

- There is scope to build on children's already good vocabulary to enhance their communication skills even further.
- There is scope to enhance opportunities for younger children to learn more about healthy lifestyles in everyday routines.

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 undertook observations in the indoor and outdoor play areas.
The inspector scrutinised a range of documentation; children's learning journal documents, planning, policies and procedures of the setting, accident and medication records, children's information sheets and the self-evaluation documentation.
- The inspector held meetings with the childminder and took into account the views of parents and their children.

Inspector

Mary Henderson

Full Report

Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 15 and 11 years in Halesowen, Dudley. The whole of the ground floor and the master bedroom on the first floor are used for childminding. There is an enclosed rear garden for outdoor play where children also have access to a large playhouse. The family has a number of pets including hens, guinea pigs and fish.

The childminder attends local toddler groups and activities at the local children's centre. She visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently three children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years. She also holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- build on children's vocabulary during everyday routines by, for example, providing greater opportunities to make and talk about choices at snack time, for example, between two or more different types of fruit

- enhance younger children's understanding about a healthy lifestyle by, for example, encouraging them to be involved in hand-washing following their nappy changing routines, so that they begin to learn about hygiene through manageable tasks that interest them and further support their independence

Inspection judgements

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

The childminder has a strong knowledge and understanding of the seven areas of learning. This enables her to effectively observe, assess and monitor the children's progress. As a result, children make good progress towards the early learning goals. There is a very good range of resources and activities, which stimulates the children's interest across all areas of their learning and development. This is delivered through a good balance of child-initiated and adult-supported play opportunities.

There is good liaison between the childminder and the parents to ensure that children are supported with learning in the home environment. The childminder encourages the parents to bring in photographs and add comments to their child's learning journal documents. As a result, the two-way flow of information ensures consistency and continuity for each child. There are also daily dairies to keep parents informed of children's care and learning while attending the childminding service. Further to this, the childminder ensures children have a good start because she includes all parents in the identification of their child's starting points at the time of entry.

The children's language and communication skills are developing well. The childminder spends time with children talking to them about what they are doing and about their family and pets. The childminder also uses good open-question techniques to encourage children to talk about what they are doing and their current interests. However, the childminder does not always use daily routines to build on children's vocabulary by, for example, giving choices of different coloured grapes or different fruits at snack time to extend their growing communication skills.

Children's physical skills are developing well because they have opportunities to move between the indoor and outdoor areas as they wish, supported by the childminder. Here they can ride their trikes, share the see-saw or play ball games with their peers and the childminder. This supports children's motivation to learn and explore their environment and their surroundings. The childminder ensures children have access to a range of tools, such as paint brushes to create their own art work and cutters and rollers to use with the dough. As a result, children enjoy good opportunities to be creative and imaginative.

The children enjoy a good range of outings to places of interest. This includes visits to the local sea-life centre. Here they learn about different fish, sharks turtles and also frogs. This supports children's interests, which are extended through stories with the childminder back at the setting. Children also enjoy visiting toddler groups where they learn to share and take turns and enjoy social interaction as they make new friends. As a result, children's personal, social and emotional development is fostered very well. The childminder also takes children to a sensory session at a local group where they explore media, such as baked beans and spaghetti through using their hands and feet. Children's understanding of the world is further supported as the childminder takes them into the chicken coop in the garden to feed the chickens and collect eggs for their baking activities.

Children are beginning to learn about mathematical concepts as the childminder tells them stories and asks them to identify how many puffins they can see in the book. This also supports children's literacy skills. Children learn about measure and capacity as they move sand and water into different sized cups and containers. This also supports them in achieving expected levels of development. As a result, children are gaining the necessary skills they need for the next steps in their learning.

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

The childminder is very effective in helping children feel secure in their surroundings. Children show that they feel safe in their environment as they seek cuddles from the childminder and they laugh, giggle and have fun with one another throughout the day. As a result, children develop strong attachments with other children and the childminder. Children's needs are well met as all relevant information is obtained from parents to support their well-being.

Children's skills in self-help are fostered well. Younger children are beginning to involve themselves during tidy up time as they find the building bricks and put these back in the right box. Children are praised meaningfully because the childminder tells them 'that's good tidying up' and 'well done for eating all your grapes'. Children are beginning to learn about a healthy lifestyle through routines, such as daily outdoor play in the fresh air and through the provision of healthy snacks. However, opportunities to promote younger children's learning about hygiene are not maximised during nappy changing routines, such as, washing their own hands. As a result, children's independence is fostered less well during these times.

Children behave well and their self-esteem is raised consistently because the childminder praises them for having a go and making choices. Their resilience and ability to move onto their next setting or school is managed well because the childminder ensures there is good liaison between her, the parents and all other settings. This ensures that children's needs are identified and met and this further supports their readiness for school. The childminder ensures children are beginning to have an awareness of personal safety because she talks to them about crossing the road safely and she ensures they are all involved in the evacuation procedures of the setting. They are also reminded to be aware of the safety of themselves and others around them during their outdoor play.

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

The childminder has a very clear understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. The children are safeguarded because there are rigorous risk assessments in place to ensure that all indoor and outdoor areas and equipment are checked each day. This ensures children's safety and well-being at all times. The childminder has a strong awareness of the child protection procedures to be followed in line with current policies and is knowledgeable about who to contact about any concerns.

The childminder is very familiar with the learning and development requirements of the Early Years Foundation Stage. This means that she is able to accurately assess the educational programmes, including the planning for children's progress, thereby, ensuring that there are no gaps in children's learning and development.

Parents contribute to the initial assessment of their children's development and are encouraged to add to their child's learning journal documents. This ensures they are fully informed about their child's achievements and progress over time. This further supports children's personal, social and emotional development and well-being. Parents have free

access to the policies and procedures of the setting at all times. Partnership working with other agencies ensures that children's needs are fully identified and met. The childminder's self-evaluation procedures have good levels of positive impact on the provision as a whole and there is a clear drive for increasing the quality of practice. As a result, the improvement plans in place ensure changes benefit all children on roll.

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
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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	EY459877
Local authority	Dudley
Inspection number	911093
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
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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