

Inspection date	27/09/2013
Previous inspection date	22/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- There are strong warm relationships between the childminder and children, giving children a secure base from which they can explore and play.
- The childminder ensures the children have lots of time in the garden, with plenty of resources they find exciting, promoting rich outdoor learning opportunities.
- Children display the characteristics of keen learners. They are interested and engage in their activities and play well together and on their own.
- The childminder has clear, consistent and reasonable boundaries. As a result, children have formed friendships and show affection and concern for each other.

It is not yet outstanding because

- Children do not always have sufficient equipment to share during adult-led activities, therefore, waiting to take turns sometimes spoils their enjoyment and learning.
- There is scope to work in greater partnership with parents, to extend children's knowledge and understanding of balanced and nutritious food, therefore, helping children to make healthy choices.

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 childminder's house and garden.
- The inspector carried out a joint observation with the childminder.
The inspector looked at children's assessment records, planning documentation, the provider's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full Report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband in Dudley. The whole of the ground floor, including the conservatory and toilet facilities, are used for childminding. There is a fully enclosed rear garden with a patio, decking, lawn and bark-chipped play area. The family has a pet dog.

The childminder attends the local parent and toddler group and visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently six children on roll, three of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder is part of Dudley Childminding Network.

What the setting needs to do to improve further

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

- provide sufficient equipment for children to share during cooking activities, so that their enjoyment and very good learning is not spoiled as they wait to take turns
- extend children's knowledge and understanding of balanced and nutritious food, by working in partnership with parents, to help children learn even more about healthy choices.

Inspection judgements

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

The childminder provides an environment that promotes the seven areas of learning and is tailored to each child's needs and interests. She skilfully promotes the prime areas of learning with the young children in her care, supporting, stimulating and extending their learning. There is an exciting and challenging outdoor environment where children participate in child-initiated play for most of the morning, continually displaying characteristics of effective learning. Children enjoy using equipment, such as the slide, scooter, seesaw, sit on toys, balancing bars and the tunnel; this supports their large movement physical development. They develop their small movement physical skills by playing in the sand, using the fishing nets to catch plastic ducks in the water and writing with the chalk on the patio. The outdoor shed is full of resources the children can select and use themselves, allowing them to follow their own interests and make choices. The

childminder offers physical and verbal support as needed to help children achieve new tasks and to reinforce learning. For example, she helps children to use the fishing nets and identify the colours of the ducks. Children enjoy imaginary play in the outdoor play house; they use the pushchairs, highchair and hoover and can be heard using the telephone saying 'Hello doctor, doctor'.

The children participate in a planned adult-led activity with specific learning objectives matched to their next steps, such as, counting to develop mathematics. The children picked blackberries the day before and were making the crumble topping today. Each child took turns in mixing the crumble and spooning the mixture onto the blackberries while counting them. However, as there was not sufficient equipment for each child to participate in the activity at the same time, some children become impatient while waiting for their turn, which spoiled their enjoyment and learning somewhat. The childminder asks open ended questions and gently prompts children to help them recall previous events, thereby supporting their communication skills. For example, 'Can you remember what we saw yesterday in the field when we were picking blackberries? What animal did we see?'

The childminder has developed her knowledge and skills by attending storytelling training. As a result, the children cuddle up to and listen intently while the childminder reads a story from the broad range of books. The indoor areas are rich in print, including labelled boxes and print within the collage displays. This promotes children's literacy skills.

Children's learning is continually assessed to ensure the activities and resources provided meet their needs. For example, parents complete an 'I can' form detailing what their child can do when they start at the setting. Regular observations are undertaken with next steps identified and the 'progress check at age two' is completed. The childminder uses an early years guidance document to check children are showing typical development for their age. Discussions with parents reveal that the childminder regularly shares the children's assessment files with them. Parents feel this helps to keep them involved and informed of their children's learning and gives them ideas of things they can do at home with their child to promote their development. The autumn collage display shows the intended learning outcomes of this activity relating to the seven areas of learning. This helps parents to understand how the Early Years Foundation Stage is delivered in the setting.

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

The childminder has developed secure attachments with the children, which enhances their self-esteem and sense of belonging. They are confident to ask for help or comfort when needed, such as after falling over. Discussions with parents reveal that they value the childminder, 'It is a homely setting and the childminder is lovely with the children'. The children are very confident and happy, they all laugh as they jump up and down in the hallway, they laugh again as they spin around in the curtains while they wait for their snacks.

The childminder uses commentary to describe the hand washing procedure and children

are encouraged to wash their hands before eating snacks or meals and after using the toilet. This promotes children's awareness of good hygiene. All meals and snacks are provided by parents ensuring each child's individual needs are met, including those with any allergies. Opportunities to work with parents to extend children's knowledge and understanding of balanced and nutritious food are not always as well promoted as possible. This means children's awareness of healthy choices is sometimes not supported as effectively as other areas of learning.

The environment is bright and spacious with a wide range of resources accessible to children indoors and outdoors, which helps to promote their independence. Children are supported to explore and take risks. For example, they develop their climbing and balancing skills on outdoor equipment, under the close supervision of the childminder.

Children's self-care is promoted, as they confidently put the role-play jackets on and off independently. There is a range of resources in the setting that reflect positive images of diversity, helping children to respect and value all individuals within our society. Children access books that explore topics that children may find difficult to understand, such as, sleeping in the dark or managing without a dummy. This supports children's emotional well-being.

The childminder is a good role model who puts the children's needs and interests first and is approachable and friendly. Children's behaviour is good and their actions show they are aware of the rules and behaviour boundaries. For example, they do not run around indoors and know that they are expected to take turns and share. Friendships are evident between the children and children show care and affection for each other.

The childminder takes the children on regular outings, such as the parent and toddler group, nature trails and the nearby swing park. This helps to develop confidence, independence and social skills outside of the childminder's home and, therefore, helps them prepare for the next stage in their life, such as attending another setting. The childminder supports children in their move to nursery or school by sharing books about starting school and wherever possible, visiting the new setting with the child. Children's assessment files, including parents comments, are passed on to the new setting to help them make an accurate assessment as early as possible and meet each child's individual needs.

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

The childminder has a secure understanding of her responsibilities in meeting the learning and development requirements. The childminder has a colour coded system to ensure her weekly planning offers a wide range of experiences that promote the seven areas of learning. The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and children's safety is well promoted. The childminder has attended child protection training and is aware of the signs and symptoms of possible child abuse or neglect. The safeguarding policy details the reporting

procedures that must be followed if there are any concerns about a child. The childminder undertakes regular fire drills and has suitable fire safety equipment to ensure children's safety.

The childminder is a member of Dudley Childminding Network, which has undergone an assessment to ensure that they are working towards quality assured standards. To develop her knowledge and practice, she attends regular network meetings and has completed paediatric first aid and a food safety course. The childminder has completed a written self-evaluation, taking parents views into account. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers.

The childminder attends special days at the local nursery, such as, reading days and any plays her minded children participate in. This promotes cohesive working between the nursery and childminder. This also keeps her informed of the projects they are involved in, allowing the childminder to provide any resources needed for children, to further explore nursery projects at her setting. Close partnership working with parents ensures they are involved in children's learning and they are very positive about the childminder and how she helps children make good progress in their 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

Unique reference number	255752
Local authority	Dudley
Inspection number	818501
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22/03/2010
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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