

Inspection date	14/10/2013
Previous inspection date	27/01/2010

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

- Children feel safe and secure with the childminder, who provides a caring and nurturing environment, where they are happy and comfortable. They build strong attachments and bonds, which promotes their well-being and confidence.
- Children make good progress in their learning and development because the childminder places a strong focus on providing a wide variety of activities and learning experiences and she works closely with them to provide encouragement.
- The childminder maintains assessment documents for individual children that support her practice. She knows the children well and is able to provide sensitive guidance to enhance children's learning.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She assesses risks in her premises and while on outings and minimises hazards ensuring that children are safe.

It is not yet outstanding because

- There is scope to enhance opportunities for children to further develop their independence skills.

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 conducted a tour of the premises during the inspection.
- The inspector held discussions with the childminder and children.
- The inspector looked at and discussed the childminder's self-evaluation form.
- The inspector observed the childminder and children engage in a range of indoor learning activities, snack and lunchtime.
- The inspector looked at a selection of policies, children's assessment records and risk assessments.

Inspector

Julia Galloway

Full Report

Information about the setting

The childminder was registered in 1996. She lives with her partner, two adult children and one child aged seven. They live in the Oldbury area of Sandwell. The whole ground floor of the childminder's home is used for childminding; this includes the use of a dedicated playroom. There is an enclosed garden available for outside play. The premises are easily accessible. Local shops, parks and schools are within walking distance. The childminder is able to collect children from local schools and nurseries. She also visits the library, local parks, toddler groups and activity centres.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has four children on roll who are in the early years age range and one older child who attends before and after school. Children attend on various days. The childminder operates all year round from 8am to 6pm.

What the setting needs to do to improve further

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

- enhance the opportunities for children to increase their growing independence skills in activities and the daily routine by, for example, arranging furniture and equipment to enable children to make even greater choices about their play.

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 and gaining the skills necessary for their future learning. The childminder works closely with parents and ensures that they are fully informed about their child's development through regular updates in children's learning journeys and files that are sent home to parents to look at and read. There is a 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 structured activities in the indoor and outdoor environment. Children are comfortable in this caring and nurturing environment, where they are able to flourish and develop while receiving a high standard of care and affection. They make good progress because the childminder provides them with a wide range of resources and experiences. The children also attend a variety of playgroups and

toddler sessions in the local community so they have further opportunities to mix with other children. Children are motivated in their play and are confident to ask the childminder to take them on a trip to a local soft play centre, which is one of their favourite activities during the week. They are able to accept that this activity will take place later in the week because the childminder is consistent and honest with the children and they trust what she is explaining to them.

Planning, assessment and observation systems work well to meet individual children's needs. The childminder knows the children well and can skilfully keep them on task and predict any difficulties that may arise. She uses the information gained from her assessments and observations to inform planning enabling children to move forward in their learning. The childminder completes a progress check at age two to identify strengths and highlight any weakness in a child's learning and she provides parents with a written summary. She also completes other ongoing summative assessments that she uses to influence her planning and to inform parents of their child's progress. The childminder is confident to speak with parents about any areas of weakness in their child's development and she uses her experience to reassure parents. She is aware of how to access further specialist support should it be required.

Children listen to the childminder and show interest in their environment because of the support and guidance that they receive. They respond well to her and she is affectionate and loving with them making them feel special and, therefore, boosting their self-esteem and helping them to feel comfortable in her care. The quality of teaching is good, helped greatly because the childminder knows the children well and can skilfully adapt to meet their needs. The childminder asks the children questions during play to develop their critical thinking skills. For example, when reading books about a rainy day the childminder asks 'what do we need to put on when it is raining?' reminding children about wearing appropriate clothes for certain activities and weather. She also links these comments to something that the children were doing earlier in the day. This means children understand what she is telling them and they link it to their own experiences. The childminder has a range of picture and story books to promote early language and literacy skills. She names items that a young child points out to her and extends an older child's language and understanding by discussing their book. For example, an older child comments 'what's that? It's a duck, quack, quack, quack' enthusiastically to the childminder who responds with praise 'that's fantastic, well done, where do we see the ducks?' As a result, children are becoming confident communicators.

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

The childminder's home includes a playroom, which the children use as a secure base during their time with her. They also use a large garden to play in and children who require quiet or nap times do so in a separate lounge. The good range of resources that children can access promotes some opportunities for independence. However, there is room to maximise these opportunities by ensuring that the environment consistently supports children's independence skills. The childminder encourages the children to help tidy away when it is time to change activities and she uses this time effectively to ask children to sort threading beads into categories depending on type. The childminder

communicates well with the children and she tunes into their needs sensitively to ensure that children feel secure and valued. Younger children receive cuddles and benefit to staying close to the childminder until they feel ready to venture from her lap to explore an activity. Older children also stay close by, but this is so that they can share activities with her and she joins in with their play. The childminder provides warm and consistent care and children respond to her by showing that they are listening to what she is saying and following her instructions or by continuing to play with her.

The childminder gathers good information from parents about their child to ensure their needs are met. Children are provided with support when events, such as the arrival of a new baby at home and she takes time to prepare children for these times using books, stories and through role play. Children's dietary needs are met daily because the parents send in meals from home and the childminder supplements this with healthy snack's, such as fresh fruit. Children are learning about healthy foods through the use of displays in the home and a variety of soft toy fruits and vegetables, which the childminder discusses with them. Children excitedly name these toys saying, 'it's an aubergine' while playing with them. The childminder further supports this topic by taking children on trips to the local supermarket where they can see and buy fruit and vegetables to take back to the childminder's home. This ensures that children make links between what they are playing with, learning about and the world around them.

Children's safety is ensured at all times and the childminder carries out risk assessments on all areas of her home used by the children, activities and trips into the local community. She identifies what items she will need to take with her on outings to ensure health and safety is given priority at all times. The childminder displays evacuation plans, carries out regular checks on equipment, such as smoke alarms and has made road safety posters with children. These are used to prompt children and parents to consider their safety when arriving and leaving. The childminder lives on a busy road and reminds children to hold hands, wait and not run off when outside of the house. Children are well supervised and toys and equipment are cleaned regularly to minimise any cross-infection from younger children mouthing toys. Any accidents are recorded with copies given to parents and the childminder has a relevant first aid certificate on file.

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

The childminder fulfils her responsibility in meeting the requirements of the Early Years Foundation Stage. Children are cared for in a safe and secure environment. The childminder demonstrates that she knows what to do in the event of having a safeguarding concern. The safeguarding policy is shared with parents and the childminder records any injuries to children that have occurred prior to arrival by asking parents to complete existing injury forms. This ensures that parents are clear how the childminder demonstrates her responsibility regarding children's welfare and safety. The childminder ensures that no unsuitable people have access to her home or to the children attending and she signs and records any visitors. She has a comprehensive set of policies and procedures that she uses to effectively support her practice and she obtains all necessary information about children prior to starting and records children's attendance each day.

The childminder has attended training helping her know how to identify the possible signs of abuse, this ensures her ability to keep children safe.

The childminder has good relationships with the parents of the children who attend and is highly regarded by them. She is committed to making sure that children enjoy their time with her, feel safe and make progress in their learning. The childminder is aware of the need to link appropriately with other providers. She has effective system in place to work with other settings and external agencies to support children's learning and development and address the need for early intervention should this be necessary. The childminder has carried out a self-evaluation of her provision and identified areas for further improvement in order to continue to improve her provision. The childminder is committed to furthering her training and attends courses to complement her practice. She has good knowledge and understanding of the learning and development requirements and regularly uses its guidance to support her assessment of children. The childminder uses information from observations to plan educational programmes that cover all aspects and, as a result, children benefit from good quality teaching and learning activities based on their needs. This helps children develop good skills for the future and support their smooth transitions into pre-schools, nurseries or schools.

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	255019
Local authority	Sandwell
Inspection number	818484
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	27/01/2010
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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