

Inspection date	10/10/2013
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The major part of practice is based on a secure knowledge and understanding of how to implement the Early Years Foundation Stage. The childminder interacts with the children, engaging them in conversation and promoting their language and communication abilities well.
- The childminder fosters children's confidence and self-esteem, through enthusiastic and positive praise for their achievements.
- The childminder has close working relationships with parents and carers to ensure inclusive and continuous care for children. They are encouraged to take an active part in activities to extend learning at home.
- Regular self-evaluation by the childminder and involving parents in this helps to make sure that priorities for development are identified and acted on to promote good quality education.

It is not yet good because

- Risk assessments are not rigorous enough to eliminate hazards in all areas that a child may come into contact with, particularly in reference to chemicals, the gas fire and the way space is organised in the living room during free play activities.
- Access to resources is sometimes limited, which means they cannot be used by children independently and effectively.

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 children's activities in the childminder's home.
- The inspector held discussions with the childminder about all aspects of her provision.
- 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 was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged 16 and 12 years in a house in Oldbury, Sandwell. The whole of the ground floor is used for childminding purposes.

The childminder attends a toddler group and activities at local children's groups. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently a total of eight children on roll, including four children in the early years age group and attend for a variety of sessions. The childminder also offers care to children aged over five to 11 years. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take reasonable steps to ensure the safety of children, with particular reference to chemicals, the gas fire and the way space is organised in the living room during free play activities.

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

- improve access to the wide range of resources provided so they can be used by children independently and effectively to further support their learning.

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 established a good system for observing and assessing children's play in order to plan activities, which meet their next steps in learning. Children are provided with good play opportunities, which help them progress across all areas of learning and development. This ensures that they are well prepared for school when the time comes. The childminder encourages

parents to share what they know about their child and become actively involved in their child's learning. She shares detailed and timely information with each child's parents through daily conversation and helpful communication books. This enables parents to extend their children's learning at home and feel fully involved in their progress.

The childminder's good interaction and questioning skills enable older children to take part in activities enthusiastically. Children talk freely with peers, the childminder and visitors. They use language to share their experiences and thoughts during play. For example, they tell their peers and familiar adults what they did at their nursery, what they had in their sandwiches or that they saw a rainbow in the sky. They have fun while saying 'Hello' in Spanish and encouraging their peers and the childminder to repeat the words. Children recognise the letters of their names and link sounds to letters, naming and sounding the letters of the alphabet. The childminder helps the children learn effectively through play, including singing and story sessions. Children clearly enjoy reading a book with the childminder and show good understanding of sounds, words and colours. The childminder supports them well to pronounce new words, such as 'zebra'. She chats continually with babies and encourages them to explore and imitate sounds in the environment. They take pleasure in taking part in a group game to pass a wooden building block to each other. They enjoy their environment and smile at older children, the childminder and visitors, or are simply content in themselves.

Children's writing skills are generally fostered through making marks and writing for different purposes, including writing their own names. There is a good range of resources available to increase their writing skills, including paper, paint, crayons, chalks and pencils, as well as sand and soil for making marks. However, these resources are not easily accessible, which means children cannot use them independently and effectively.

Children develop understanding of number and shape through daily routines and play, such as matching and sorting shapes and colours, singing number rhymes and counting everyday objects in their surroundings. The childminder skilfully uses random opportunities to support children's mathematical abilities. For example, asking what colour is their car, a yogurt pot or the sticker, which a child has taken off a banana at lunchtime. As a result, children remain motivated and actively engaged in fun activities, which helps them to develop the characteristics of effective learning. A good variety of colouring materials and a selection of resources are supplied to help children develop their creative skills. There is a good selection of resources to develop children's early technology talents, including learning how to operate programmable toys. Children learn to use a range of electric toys and equipment including a computer and reading pen.

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

There are some strong aspects of promoting children's emotional well-being and self-care and the childminder works closely with parents to meet children's individual needs. Therefore, children are becoming competent at managing their personal needs relative to their ages and stages. Despite the strengths in promoting children's physical and

emotional health, the overall well-being and safety of children is only satisfactory. This is due to the weaknesses in the childminder's awareness of eliminating hazards in the premises.

The childminder effectively supports children's personal, social and emotional well-being through providing interesting opportunities for development. The children feel secure, are confident and benefit from a friendly environment. Consequently, they are keenly interested in play, responding in the family oriented setting to the childminder's enthusiasm. Most resources are low-level and accessible and this ensures children, generally, have some independence in selecting toys, thus, supporting children's self-confidence. The childminder provides appropriate support, through talking and relevant play opportunities, to prepare children for transition to other settings. She forms positive relationships with other childcare professionals. This helps her to provide consistent care for all children and to support them through change and new experiences.

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 washing their own hands. Children make positive decisions in choosing foods, drinks and activities. Younger children are encouraged to make choices and feed themselves. Older children understand the importance of basic personal hygiene. They wash their hands before they eat and after using the toilet. The childminder provides ample resources and challenges, during both outdoor and indoor play, to promote children's physical skills effectively. On a daily basis, they go out in the fresh air and walk to and from school, as well as regularly playing in their local parks. During summer holidays, the childminder arranges trips to a variety of places. All through the day, plenty of indoor opportunities are provided for babies and older children to enhance their skills of coordination, control, manipulation and movement. 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 the childminder and enjoy their company, joking and laughing. All children behave well and develop an understanding of the set boundaries and expectations within the home. They develop a sense of responsibility and happily help the childminder with small tasks, such as tidying up and they have fun while matching socks for her. They generally 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 childminder provides an inclusive practice for all children. They 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 effectiveness of the leadership and management of the early years provision

The childminder has a clear understanding of her responsibility in relation to child protection issues. She attends relevant courses and demonstrates a good working knowledge of the possible signs of abuse and neglect. She is well aware of her responsibility to report any concerns to the Local Safeguarding Children Board and Ofsted. Appropriate vetting ensures that adults having regular contact with children are suitable. To ensure children's welfare and safety, the childminder monitors visitors to the setting. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children.

Risk assessments of prospective outings are carried out to promote children's safety. However, the risk assessment of the premises is not effective, as the childminder has not considered the potential hazards posed by the chemicals in the bathroom and the mop bucket and sharp edges on the gas fire. Also, the space in the playrooms is not organised appropriately to protect children's safety during free play activities. This means the safety of children of all ages is not as well promoted as possible.

Although, she has failed to identify gaps in her risk assessment, the childminder, generally, uses self-evaluation as a useful audit tool to guide and inform her practice and previous recommendations have been addressed. It has helped her to identify professional development opportunities for herself, in order to provide quality care and education to all children. She has attended a number of training and workshop sessions and she seeks ongoing support and guidance from her local authority in respect of updating her knowledge and skills. Consequently, she has a secure knowledge of the educational programme to ensure a broad range of experiences are provided to help children progress towards the early learning goals.

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 sound 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

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	EY370096
Local authority	Sandwell
Inspection number	938594
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	08/12/2008
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

