

Inspection date	14/11/2013
Previous inspection date	30/09/2009

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. Children are building 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 their individual learning needs and interests. The childminder clearly shows that she supports children of all ages well.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She has clear understanding of the safeguarding procedures and effective risk assessments ensure children are protected from harm.
- The childminder is well-organised and maintains good documentation to support her practice which ensures all children are well cared for.
- Partnerships with parents and other providers are good, which ensures smooth transitions between the childminder, home and other settings.

It is not yet outstanding because

- There is scope to further develop opportunities for parents to share information about children's achievements, so that they can be more actively involved in their child's learning and development.

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 viewed all areas used by children.
- The inspector observed the childminder during activities with children.
- The inspector looked at children's assessment records and planning documents.
- The inspector took account of the comments made by parents in children's records and other documents.
- The inspector looked at policies, procedures and risk assessments.

Inspector

Julia Galloway

Full report

Information about the setting

The childminder was registered in 1996. She lives with her husband in a house in Brierley Hill. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a dog and a bird aviary in the garden.

The childminder currently has five children on roll, of whom three are in the early years age range and they attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder offers before, after school and school holiday care for children. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- build on opportunities for parents to share information about children's achievements at home to further involve them in their children's learning and development.

Inspection judgements

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

The childminder has good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage, which ensures that she meets the needs of all children who attend. Children make good progress in their learning and development because the childminder places a strong focus on children's individual needs and interests. She is able to demonstrate that she supports children of all ages well because she offers a wide range of appropriate experiences. The childminder has a good understanding of the seven areas of learning and this enables her to effectively observe, assess and monitor children's progress. As a result, children make good progress towards early learning goals and are gaining the skills necessary for their future learning. There is a good range of resources that the childminder uses to support her teaching. The childminder is aware that children need a variety of experiences that interest and inspire them and she ensures that toys and equipment are rotated with some put away, so that children are not overloaded with choices. Children are able to focus on specific resources, which are supported by the childminder who skilfully asks questions that link experiences to learning objectives or to past events that children can recall. For example, when children are playing with a selection of animals they discuss a day trip to the zoo that happened recently. Children clearly remember this day saying 'the giraffe was eating the leaves from the tree'. Seeing

animals at first-hand supports learning and the childminder sensitively prompts children to recall the day while playing, which encourages children's creative thinking. Teaching and learning flows throughout the day. The childminder encourages children to count, name colours and consider shapes while engaging in a creative collage making session.

Planning, assessment and observation systems work well in meeting individual children's needs. The childminder shows that she knows children well and understands the expected next steps in development. She uses the information gained from parents when children start and from her own assessments and observations to inform her planning, enabling children to move forward in their learning. The childminder completes a range of assessment documents, including a 'progress check at age two', which identify strengths and highlight any weakness in a child's learning. She shares these documents with parents and encourages them to read and sign each document in children's files. There is scope to strengthen this process to encourage parents to become more involved in their child's learning and to share what they know their child can do at home.

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 children well and can skilfully adapt to meet their needs. Relationships with other providers, such as school and nurseries are good and the childminder regularly shares information about what children have been doing. Ongoing learning is supported because when children report an activity that they have enjoyed at school or nursery the childminder plans to do similar activities in her home. The childminder meets regularly with other childminder's ensuring that children get opportunities to play with other children and develop friendships that support the transition to nursery. Older children are encouraged to complete homework or practice musical instruments during their time with the childminder. This helps her to have a greater understanding of children's wider skills and her encouragement motivates children to learn.

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

Children clearly show that they see the childminder as a key person in their life and show that they feel comfortable in her home. They are able to use all areas downstairs in the childminder's home and the environment is warm, tidy and inviting. There is also access to an enclosed garden at the rear, which is used throughout the year. There is a good range of resources that children can access both indoors and outdoors. The childminder promotes opportunities for children to develop independence. For example, she reminds them to get a tissue to wipe their nose and then wash their hands afterwards. This is supporting children to begin to understand the importance of a healthy lifestyle. The childminder communicates well with children and she tunes into their needs sensitively to ensure that they feel secure and safe. When children are feeling unwell they seek comfort from her and because bonds are close they curl up on her lap to take a nap when needed. 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.

Children build strong relationships with her, which promotes their well-being and confidence. Older children have helped to write a set of 'house rules' and the childminder is clear about her expectations and boundaries. She provides opportunities that challenge older children, for example, by encouraging them to build assault courses in the garden. She understands the importance of children taking risks to support their understanding of the world around them and to develop self-control. Younger children go on sensory walks where they are encouraged to listen and comment on what they can hear, which stimulates their senses.

The childminder has good relationships with the parents and families of children who attend. She is able to support children emotionally during difficult periods and is aware of the importance of their emotional well-being. The childminder is supportive during these times focusing on their needs, such as when they move to other settings or school. Children are prepared for important family events, such as a new baby because the childminder talks openly with children about this and encourages children to think about themselves as a 'big sister'. Children use role play toys, such as babies and pushchairs and she supports their adjustment to this by talking about what is going to happen. The childminder provides a good role model to all children because she listens and acts on information that they discuss with her.

Children's dietary needs are met daily because the childminder provides a healthy breakfast, tea and supplements this with healthy snacks, such as fresh fruit. Children bring their own lunches. Safety is ensured at all times and the childminder carries out risk assessments on all areas of her home used by children, activities and trips into the local area. These assessments are dated and include learning opportunities, such as discussing 'stranger danger'. Learning opportunities are also extended by discussing with children why it is important to check identification badges of people who come to the door. Children are well supervised and toys and equipment are clean and in good working order. Accidents are reported to parents and the childminder has ensured that she holds a relevant first aid certificate, which promotes the health and safety of children in her care.

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 and as a result, they are able to learn and develop, preparing them for the next stages in their life. The childminder has a good understanding in her role to effectively safeguard children to protect them from harm. She has a comprehensive safeguarding policy, which includes how she would deal with any allegation made against her and is clear of her responsibility to ensure that children are healthy and safe. The childminder is clear how she would share and report any concerns that she might have about children. She has attended training helping her to know how to identify the possible signs of abuse; this also ensures her ability to keep children safe. No unsuitable people have access to her home or to children that are attending. She has a well ordered, comprehensive set of policies and procedures that she uses effectively to support her practice and she obtains all necessary information about children prior to starting and records children's attendance each day.

The childminder has good relationships with the parents of 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 has a good knowledge and understanding of the learning and development requirements and regularly uses its guidance to support her assessment of children. She 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 childminder is aware of the need to link appropriately with other providers. She shares information as required with other settings and external agencies to support children's learning and development. The childminder receives support and advice from a Network Childminder and has carried out a self-evaluation of her provision that identifies areas for further improvement, in order to continue to improve her provision. She is committed to furthering her training and attends courses to complement her practice and she has gained a National Vocational Qualification at Level 3 in Childcare Learning and Development thus ensuring her ongoing professional development. All previous recommendations have been fully considered and implemented into daily practice.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	255640
Local authority	Dudley
Inspection number	818499
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	30/09/2009
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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