

Inspection date

Previous inspection date

21/11/2013

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

- The childminder establishes warm and secure relationships with children. As a result children have a strong sense of security and belonging.
- Teaching is good as the childminder promotes children's learning by using commentary, modelling skills and behaviour. She offers choice, promotes independence, following the child's interests and their motivation for learning, while giving targeted praise. As a result, children are making good progress in their learning.
- Observations and assessment are rigorous and inform future planning, which is tailored to each child's needs and interests, ensuring their progress is fully promoted.
- The childminder ensures parents are fully informed of children's assessments and have the opportunity to contribute to them. As a result, shared next steps are identified, which ensure children achieve their full potential.

It is not yet outstanding because

- The childminder does not give time for children to put their thoughts into words and respond to questions. This means opportunities to express their ideas and extend their use of new words are not fully maximised.
- Children's awareness of the benefits of physical activity is not explored sufficiently. Therefore, they are not fully aware of the positive contribution it can make to their health.

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 within the playroom and the outside learning environment.
- The inspector conducted a joint observation with the childminder.
- The inspector held a meeting with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of the childminder, the childminder's self-evaluation form and improvement plan.
- The inspector 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 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 15 and six years in Rowley Regis. The whole of the ground floor and rear garden are used for childminding.

The childminder attends a toddler group and activities at the local children's centre. She visits the local shops, and parks on a regular basis and collects children from the local schools and pre-schools. There are currently four children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am 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.

What the setting needs to do to improve further

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

- enhance the use of open-ended questions and give children time to respond so that it allows them freedom to comment in their own time, expand their vocabulary and extend their critical thinking skills
- extend children's knowledge and understanding of why physical activity is important to their health by, for example, helping them to notice the changes in their bodies after exercise, such as their hearts beating faster.

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 promotes children's learning by using lovely commentary, modelling skills and behaviour. The childminder offers choice, promotes independence, following the child's interests and their motivation for learning. Consequently, children engage in characteristics of effective learning throughout the day. However, the childminder does not always allow children enough time to respond to her questions, which means opportunities to develop their communication skills are not maximised. Children make good progress within the Early Years Foundation Stage. Parents' comments support this as they say, 'my child wasn't talking, now he is making such good progress, that's down to the activities the childminder does'. Children participate in adult-guided and child-initiated activities to extend their learning. For

example, the childminder follows a child's lead in a child-initiated jigsaw activity. The childminder names the picture and letter sound of each piece 'Where is the a a a apple?' developing children's literacy skills as she models oral blending. She points to the tiger and monkey pieces and models the noise they make. These animal sounds are easy for children to make and it is a fun way to help a young child start talking. The childminder uses commentary and seeks to gain eye contact throughout the activity and ensures this is a rich language focussed activity, supporting the child's next steps, such as developing their expressive language.

The childminder weaves in mathematics as she models counting the jigsaw pieces. The childminder has created a number line with 10 green bottles. This resource is very flexible and is used as a reference by children or to aid in calculation to promote mathematics. The childminder sings the song '10 green bottles hanging on the wall' with the children to promote their understanding of number. Children are offered choice whenever possible and the childminder is in tune with young children, following their eye gaze, all the time using commentary. Children develop their physical fine motor skills as they play with the play dough, moulding it with their hands and using tools. The childminder models how to use the tools and introduces the language of manipulation, such as 'squash and squeeze it'. The childminder encourages children to match colours and sort as they put the green and yellow play dough in the correct pots promoting expressive arts and design.

Children's understanding of technology is developed as children sit on the bounce and spin zebra, which encourages rocking, bouncing and spinning and the childminder encourages them to explore by saying, 'where is the switch? Can you switch it on?' The childminder puts a high priority on using effective communication with children in all aspects of the curriculum, which unlocks all the doors to a successful and fulfilling early years' experience. This means that children are supported effectively to make good progress in their learning and development, which effectively promotes their school readiness. Children's prior skills are established with parents on admission to the setting, when they complete an 'All About me' form recording what children can do and their likes and dislikes. This along with verbal discussion with parents helps the childminder identify where children are in their development pathway. The children's assessment folders are very visual with annotated photographs and drawings and observations, which help the childminder form regular accurate assessment of each child's stage of development. This includes the 'progress check at age two'. These are regularly shared with parents where they are invited to add comments themselves, which helps parents to support their child's learning at home.

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

There is a relaxed and happy atmosphere within the setting. Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security. She gathers good information from parents about their child to ensure their individual needs are met. Parents' comments support this as they say, 'my child has a beautiful relationship with the childminder'. The childminder takes the children on regular outings, such as the parent and toddler group, nature trails, library and the nearby swing park. This helps to develop confidence, independence and social skills outside of the childminder's home and,

therefore, helps emotionally prepare them 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.

The childminder has a separate playroom, which is bright and welcoming, well organised and clean with child-size table and chairs. There is a good range of toys and resources to meet the needs of the children. The playroom has direct access to the outside garden terrace with a playhouse, bikes, scooter and a see-saw promoting physical development. Children have the opportunity to risk assess themselves and experience challenge when they jump off walls, balance on logs, climb trees in the churchyard and use the climbing frame and climbing wall on outings. However, the childminder does not always use these opportunities to develop children's knowledge and understanding of why physical activity is important to their health. For example, she helps them to notice the changes in their bodies after exercise, such as their hearts beating faster. Children learn about keeping themselves safe as they regularly practise the fire drill. The childminder uses commentary as she describes the process as children wash and dry their hands and independence is promoted as they use the small step to climb on enabling them to participate in the process. All meals and snacks are provided by parents ensuring each child's individual dietary needs are met. The childminder sits with the children at snack time and she discusses their likes and dislikes and helps them learn about healthy food and drink.

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 setting's rules and behaviour boundaries. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed, the childminder positively reinforces the rules and boundaries, ensuring a consistent approach. The childminder has positive images of others that reflect the wider multi-cultural community, which help children to respect differences.

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

The childminder implements effective policies and procedures needed for the Early Years Foundation Stage. She has a thorough understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and, as a result, children are kept safe. There is an up-to-date safeguarding policy and the childminder is aware of the procedure she must follow if she has any concerns that a child is suffering from abuse. As a result, children are fully protected.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage and, as a result, children make good progress in their learning. Using her expertise she regularly checks each child's assessment folder, the continuous provision and the weekly planning to ensure planning and assessment is rigorous. The childminder monitors the delivery of the educational programmes by using 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 attended the local authority training 'Preparing for your inspection' focusing on the self-evaluation process, consequently a self-evaluation system has been implemented, identifying strengths and some weaknesses. An improvement plan is in place, which means children's progress is well supported over time. The childminder has attended paediatric first aid training, which provides her with the knowledge and skills required to effectively administer first aid as well as meet the requirements of registration.

Children and families benefit from the friendly relationships that exist between the childminder and parents. The childminder and parents have regular daily discussions, ensuring a two-way flow of information. The childminder's policies are available for parents to view, so that they are informed about how the setting operates. The childminder has developed links with other professionals, such as the local school and the local authority workers to ensure children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY462700
Local authority	Dudley
Inspection number	923906
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	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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