

Inspection date	21/11/2013
Previous inspection date	12/02/2013

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		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

- Accurate observations and assessments help to clearly identify the next steps in children's learning, which ensures they continue to make the good progress in their learning and development. A range of effective methods are used to help children learn.
- Children's language and communication skills are well-promoted. Children who speak English as an additional language are well supported in developing and extending their home language and vocabulary in the setting.
- The childminder is keen to develop and further improve her service. She acts promptly on advice and attends regular groups to enhance her knowledge, which further supports children's continued development.
- The childminder has a secure understanding of safeguarding and child protection practice, which enables her to promote children's well-being and keep them safe from harm.

It is not yet outstanding because

- There is scope to further enhance children's communication and language skills by providing them with opportunities to view print in text other than English.
- Children's critical thinking skills are not fully enhanced because the childminder does not always allow them enough time to think about and respond to questions.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, documentation, the self-evaluation form and a selection of policies and procedures.
- The inspector looked at other areas of the home, such as the kitchen and the garden.

Inspector

Kashma Patel

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her adult child and one child aged 11 years in Redditch. The whole of the ground floor of the house and the rear garden are used for childminding. The childminder works with an assistant. She attends various toddler groups and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently seven children on roll, four of whom are in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for family holidays. She provides funded early education for two-, three- and four-year-olds. The childminder supports children who speak English as an additional language. She has a childcare qualification at level 3.

What the setting needs to do to improve further

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

- enhance children's understanding about print and the fact that it can carry meaning in text other than English, for example, by displaying more words in children's home languages
- give children more time to think about and respond to questions before asking more questions to support their critical skills.

Inspection judgements

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

Children are enthusiastic and demonstrate a positive approach to learning due to the childminder's secure knowledge of the Early Years Foundation Stage. She is fully aware of the different ways in which children learn through play and knows how to best support individual children and capture their interests. Teaching is effective because children benefit from a range of activities and resources that cover all areas of learning. The childminder plans a good range of interesting and stimulating play opportunities both inside and outdoor to support individual children in both the prime and specific areas. This also helps children develop skills which will prepare them well for the next stage in their learning. Weekly planning includes all seven areas of learning and ensures that children receive good levels of support or challenge in their learning. There are good systems for observation and assessment, which accurately identify what children need to do next to further enhance their learning and development. As a result, they make good progress in

all areas of their learning. The childminder has successfully completed the 'progress check at age two', which is shared with parents to enable them to provide support for their children.

The childminder makes good use of early years guidance to help track children's development accurately to ensure they continue to make good progress. Younger children develop their language and communication skills well as they take part in role play opportunities and as they listen to stories. The childminder uses some good methods to help children learn. She extends their learning as she asks questions and makes suggestions about what to do next, which helps children to continue their learning. For example, children pretend to put clothes in the toy washing machine and later pretend to iron them. This is further extended as children count socks and match patterns together, which supports their mathematical development. However, on some occasions, the childminder does not allow enough time for children to think and respond to questions, which does not fully enhance their critical thinking skills. The childminder supports children's independent skills as they dress-up in clothes and accessories, which supports their interests and imagination. Younger children learn to form new words as they imitate each other and older children. Children develop socially and extend their language skills as they listen and sing songs and rhymes. The childminder provides good levels of support for children who speak English as an additional language. For example, she encourages children to speak in their additional language in her home and she uses dual language flash cards for Polish children. This is further extended as she joins pre-school groups where other Polish families attend. Here, she collects more words to help her support children in her care and gives children further opportunities to use their additional language. However, there is scope to further enhance children's communication and language skills, by the use of more print in children's home language in the childminder's home.

Parents are involved in their children's learning through daily discussions and the childminder makes suggestions about how they can further support their children at home. For example, parents borrow equipment, such as the magnetic board to support children's interest in mark making. This helps to further enhance children's literacy skills through activities they particularly enjoy. Children use a good range of equipment both at home and the local park, such as, the slide, seesaw and wheeled toys to promote their physical development. They develop their small muscle skills as they use small equipment, such as the toy toaster, which helps children to learn about how things work and helps to develop skills for their future learning.

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

Children are happy and have close relationships with the childminder who is caring towards them. She collects essential information from parents about children's interests, home language and their families. This information is used to help children settle quickly, which promotes their emotional well-being as children form strong bonds with the childminder. Children bring in their own personal items, such as favourite toys and beakers from home, which gives them a sense of belonging and security. This is further extended

as the childminder provides a drawer in which children place their belongings and work. This is labelled with their favourite picture, which further helps to reassure and help them feel comfortable in the childminder's home. Good procedures are in place to support the transition from home. This includes a gradual settling-in time, which is planned around the needs of the child.

Children benefit from daily fresh air, which helps to maintain a healthy lifestyle. They enjoy daily outings in the community, which ensures they have regular fresh air and exercise. Parents provide snacks and main meals for their children, which meets their individual preferences and dietary needs. Children enjoy familiar Polish food and snacks, which meet their cultural requirements. Water beakers are accessible at children's level, so they can help themselves when they are thirsty. Through outings and discussions, children learn about safe places to cross the road. They know they have to wait for the cars to stop and cross at the lights, which helps to keep children safe.

There are a good range of toys and equipment in the play room, which supports children's interests and learning. Toys are stored at children's level to support their choice and independence. The childminder supports positive behaviour through the 'golden rules', which includes sharing and taking turns. She uses lots of praise and encouragement, which supports children's self-esteem and confidence. Effective procedures, such as, discussions, making school books and reading stories about starting school help children prepare for the next stage in their learning. Older children share their experiences, which further supports younger children when they move to other settings.

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

Children are well-protected and kept safe from harm due to the childminder's secure knowledge of safeguarding and child protection practice. She has a good awareness of the possible signs of abuse and the procedures to follow should they have concerns about children in their care. The safeguarding policy is shared with parents, so that they understand their role in protecting children from harm. Thorough risk assessments are in place for activities within the home, use of the car and outings in the local community, which ensures children are protected and their welfare promoted. Systems for observing what children can do, assessing their progress and planning for their next steps are well considered. Consequently, the childminder has a clear understanding about the progress children make and any gaps in their learning are identified and planned for. This helps children make the best possible progress and develop good skills for the future.

Good partnership working with parents supports them in understanding the Early Years Foundation Stage, which means that children's care is consistent and parents are involved in their child's learning. Parent's feedback is obtained through regular discussions and a daily diary is in place to share information about children's daily care and progress. Parents comments include that children are happy and enjoy their time with the childminder, who provides them with daily feedback about their children's progress. Children do not currently attend other settings which deliver the Early Years Foundation

Stage. However, the childminder is clear about developing partnerships with other early years settings and local schools to support continuity of care and learning for each child.

Self-evaluation is robust and accurately identifies the strengths and weaknesses of the service. Plans for the future are well targeted to promote continuous improvement. For example, a previous action with regard to the accuracy of medication recording has been addressed, which ensures children's welfare is promoted. The childminder works closely with other childminder's and shares good practice, which supports her personal development. She receives regular support from the early years team and attends local groups to develop her skills and experience. This further supports her to acquire the necessary skills and experience to support young children to learn and develop to their full potential. The childminder offers free nursery education for young children. This means parents have a choice of whether to claim their funding with the childminder or a nursery setting. The childminder collects parents' and children's views through questionnaires and discussions, which enables them to contribute in the process of improvement. For example, parents request for more information to support children's learning at home has been addressed by introducing a photograph journal of activities children enjoy with the childminder.

The Childcare Register

The requirements for the compulsory 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	EY371695
Local authority	Worcestershire
Inspection number	908049
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	12/02/2013
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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