

<b>Inspection date</b>	25/11/2013
Previous inspection date	15/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder has good teaching skills and a good understanding of the Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning.
- The childminder is dedicated to improving the quality of education and care through continuous self-evaluation. Consequently, children settle well and are involved in a range of activities which they enjoy.
- Children's personal, social and emotional development is well supported. Hence, they are settled, enjoy themselves and are confident in approaching the childminder and her assistant for their needs.
- Arrangements for safeguarding children are strong and well embedded, so that children are protected from harm or neglect. The childminder creates a welcoming, safe and secure environment.

#### **It is not yet outstanding because**

- The childminder does not consistently encourage parents to support and share information about their children's learning and development at home.

## 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 in two playrooms.
- The inspector held discussions with the childminder about all aspects of her provision at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband who is an approved assistant. They work together to offer their childminding services. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outdoor play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder currently has two children on roll who are in the early years age range. She operates all year round from 7am to 6pm, Monday to Friday, with the exception of family holidays. She 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:

- enrich effective learning by consistently encouraging parents to support and share information about their children's learning and development at home.

## Inspection judgements

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

The childminder provides a broad range of opportunities for all children to make good progress across all seven areas of learning and development. Children are contented and confident in familiar surroundings and benefit from a well organised and safe environment. The childminder plans purposeful play and a good balance of adult-led and child-initiated activities. Regular observation of children's play helps the childminder to plan activities, which meet their next steps in learning, sustain the progress they make and quickly close any identified gaps. This ensures that they are well prepared for school when the time comes. She develops positive relationships with parents, as she encourages their contribution to assessing new children's starting points on entry. However, the childminder does not consistently encourage parents to support and share information about what their child can do at home in order to enrich their learning.

The childminder supports children's communication and language skills well through daily story and singing sessions, mark-making and personal writing symbols. They sit beside the childminder, listen to self-chosen stories with enjoyment and respond with interest. Children learn to use their phonic knowledge for linking sounds and letters. Younger children develop vocabulary by repeating and learning new words. A wide selection of books is readily accessible to them to enrich their skills. Children explore and experiment

with a range of materials and sensory experiences. Independent access to paint and brushes helps children to exercise their imagination and explore what happens when they mix different colours. They enjoy playing and listening to their favourite music, as well as dancing with the childminder and her assistant. Daily routines include matching and sorting shapes and colours, and counting everyday objects, which enhances children's skills. Both practitioners use opportunities well for spontaneous counting and solving number problems. For example, how many red building blocks there are or how many scoops of water they need while preparing mixture to bake cakes.

The childminder provides opportunities for children to find out about their environment and notice aspects of the natural world, including changes in the weather such as cold, warm or wet. Their understanding is widened as they learn about suitable clothing in different seasons, why trees lose their leaves in winter and gain them in spring. A selection of resources, including tools, electronic toys and toy computers, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives. The childminder makes available a good selection of material depicting positive images of diversity to help children learn about the wider world, people and communities.

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

The childminder effectively promotes children's personal, social and emotional well-being through interesting opportunities. Consequently, they feel safe and confident and form secure attachments to the childminder and her assistant in a friendly environment. Children clearly enjoy both practitioners' company and take an active part in play, learning in a stimulating atmosphere. The childminder organises a welcoming, bright and colourful environment, where children can independently access well-organised resources. Partnership with parents, an effective settling-in policy and one-to-one interaction with the practitioners ensure that children quickly become familiar with the new environment, so that they feel safe and secure. Currently there are no children ready for transition to other settings, though the childminder demonstrates a good knowledge of how to support them for a smooth transfer through talking, teaching skills of self-reliance and providing relevant play opportunities.

Children's physical development is supported well, as the childminder effectively emphasises outdoor and indoor physical play. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment, including building blocks, jigsaws or the work bench with various tools in the role play area. Toddlers show increasing control in holding objects and equipment and in using mark-making tools to make marks. The childminder encourages them to learn about personal hygiene through daily routines, such as washing hands before eating, and after messy and outdoor play. Nourishing options, such as fresh fruit and vegetables are offered at snack and lunch times. They enjoy freshly cooked meals, yogurt, banana and grapes in a social and relaxed atmosphere.

The childminder employs a positive and consistent approach to managing behaviour. She encourages and praises children's efforts and teaches them to share toys effectively. As a

result, they relate well to peers and enjoy their company. All children behave well and develop an understanding of the set boundaries and expectations within the home. They 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 through effective deployment of resources. Children 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 good knowledge and clear understanding of her responsibility to report any concerns to the Local Safeguarding Children Board. Both the childminder and the assistant have attended the relevant courses and are able to take the appropriate steps should they have concerns about a child. Comprehensive policies and procedures are shared with parents to help them understand the duty of the childminder to protect children. The environment is secure and detailed risk assessments confirm that the childminder carries out regular checks to eliminate hazards, both around the home and for proposed outings. All equipment, toys and areas used for children are safe, clean and secure.

The childminder monitors and evaluates her practice robustly, thus ensuring that improvements are made which promote children's welfare and learning. Her self-evaluation includes listening carefully to the views of children, their parents and her assistants. The active involvement of parents is encouraged through regular feedback to elicit their views and preferences. All recommendations and actions raised during the previous inspection visit have been met successfully. The childminder is proactive in improving her professional skills and attends various relevant courses. She also seeks support from her local authority. 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. She completes regular and precise assessments of children and uses these effectively to plan age-appropriate and challenging activities. All required documentation has been updated and shared with parents to meet the children's needs.

The childminder shares children's development with parents frequently through learning journals. Parents are also informed of activities through verbal communication and taking children's work home. The parents report that they are very happy with the care and education their children receive. They describe the childminder as 'professional', 'caring' and 'understanding'. Parents comment further that 'they know that their children are happy, safe and well fed, thus enabling them to have peace of mind'. The childminder has developed a good partnership with other professionals, including nursery staff, in order to fully promote continuity and progression of children's learning. Currently there are no children ready for transition, but the childminder demonstrates a good awareness of how to develop partnerships with local schools for a smooth transition.

### **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

<b>Unique reference number</b>	EY402663
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	875209
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/11/2010
<b>Telephone number</b>	

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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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