

Inspection date	07/10/2013
Previous inspection date	07/06/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has an exemplary knowledge and understanding of how to implement the Statutory framework for the Early Years Foundation Stage. Children are well motivated, very eager to join in and consistently demonstrate the characteristics of effective learning.
- Children flourish in this highly effective and well-organised setting. The childminder has a very clear understanding of children's individual needs and provides a wide range of activities that interest and engage them.
- There is a highly stimulating environment with child-accessible resources that promote learning and challenge children both indoors and outdoors.
- A very rigorous approach to self-assessment is demonstrated and the childminder is robust in the evaluations of her practice. She reflects carefully on all aspects of children's development and successfully identifies improvements to further enhance their excellent learning and care.

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 the playroom and the garden.
- 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 checked evidence of suitability and qualifications of the childminder and her assistant.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey.

Inspector

Jasvinder kaur

Full Report

Information about the setting

The childminder was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. She lives with her partner and two children aged 20 months and six years in a house in Halesowen, Birmingham. The whole of the ground floor and the rear garden is used for childminding.

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. The childminder and her assistant hold appropriate qualifications at level 3 in early years.

There are currently eight children on roll in the early years age group who attend for a variety of sessions. The childminder 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 further improve the quality of the early years provision the provider should:

- consider reviewing the excellent planning of activities to extend opportunities for children to enhance their very good understanding of diversity.

Inspection judgements

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

The childminder provides an exceptional range of resources to support children and promote inclusion in every area. Both the childminder and her assistant know the children well and plan a varied range of purposeful experiences to meet their individual needs. They carefully and thoroughly assess each child's needs and abilities in identifying next steps in learning. This ensures that individual interests, capabilities and ages are taken into account in the planning of activities. Consequently, children always achieve and make rapid progress towards all learning goals. The childminder has excellent working relationships with parents and carers to ensure inclusive and continuous care for children. They are encouraged to take an active part in themed projects and activities to extend learning at home.

Children play exceptionally well together and are very happy in the childminder's home. They have lots of fun and thoroughly enjoy themselves as they explore and investigate.

Children show high levels of understanding in their activities and are gently challenged by the practitioners during play. Their language skills are enthusiastically promoted through one-to-one or group activities. General conversation and frequent questions asked of them by the childminder and her assistant stimulate their communication skills and vocabulary. Consequently, children are confident and enthusiastically make sounds and gestures to convey their feelings. A wide variety of posters, signs, labels, pictures and books promotes children's awareness of other forms of communication through the print-rich environment. An excellent range of resources in the role-play area provides opportunities to develop children's early skills in making marks and writing for different purposes, such as shopping lists, menus or their own names. The childminder encourages children extremely well to use their imagination and be adventurous when they use the equipment. For example, they are encouraged to make a sound line using a variety of musical instruments and plastic bottles filled with different things, including rice, pasta or glittery water. They are encouraged to be aware of their own image by looking at themselves in safety mirrors in which they show great curiosity in exploring aspects of their own features.

Children take part in a wonderful range of innovative play opportunities. The childminder takes every opportunity to extend children's learning both in and outdoors. For example, as children had expressed interest in growing things, the childminder created a 'mud kitchen' and soil area for them to rake and use a wheelbarrow in. Children grow potatoes and flowers and observe them as they grow and change over time. The childminder extends children's learning very well by discussing with them why some potatoes and flowers grow to different sizes. Children also have a 'weather station' in the garden to learn about different seasons. Highly interesting opportunities are provided to exploit their simple calculation skills, for example, enabling children to recognise different quantities and sizes, to count and to calculate. For example, they use scales to measure ingredients while cooking and use mathematical vocabulary, such as 'light', 'heavy', 'big' or 'small'. A very wide selection of resources, including laptops, tablets, computers, cameras and electronic toys, gives children opportunities to develop their understanding of how technology can help them in their everyday lives.

The childminder promotes inclusive practice extremely well and values all children as unique individuals, offering support according to their individual needs. However, consideration can be given to extending the excellent opportunities for children to enhance their understanding of diversity and become more aware of differences.

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

The childminder very effectively supports children's personal, social and emotional well-being through extremely interesting opportunities for development. They are very settled, arriving happily and confidently at the start of the day. The childminder uses extremely innovative ways of helping children understand what is happening next. For example, they have an illustrated list of their day's routine, which helps them to know what is happening next. New children thrive at the setting even on their first day, as the childminder creates a very safe and stimulating environment. The comprehensive settling-in policy and the key person system help children to form extremely strong relationships with the childminder and her assistant.

Children benefit from the attention and interaction of two adults for the majority of the time. Highly skilful intervention by the adults helps them to explore and participate in activities with confidence. A very wide range of resources are set out at a low level to be easily accessible and this ensures children have a vast amount of independence in selecting toys, therefore supporting their self-confidence. Children make very positive decisions in choosing foods, drinks, resources or activities. The childminder has very strong links with the local community, including schools, nurseries, children's centres and other professionals, to ensure that children integrate into a new environment and the transition is smooth. The childminder meets with the local school staff to discuss individual children in order to fully promote continuity and progression.

The childminder arranges an excellent range of activities to enrich children's social skills. This includes talking about their families and pets and feelings, such as sadness or happiness. Children visit various places, including pre-school settings, children's centres, libraries, shops, parks and local soft-play centres. They gain an excellent understanding of how to lead a healthy lifestyle. They take part in related topic themes, such as 'Me and My Body' to adopt healthy habits and talk about why it is important to take care of their bodies. They make healthy choices about what they eat and drink, while role play in 'shops' and 'cafes' further illustrates healthy choices. Young children are very contented because the childminder adopts their eating and sleeping habits through close yet professional relationships with their parents. Children are active and gain a very good understanding of the benefits of physical experiences. They are challenged on walks and visit parks to gain confidence on different play equipment. In reasonable weather, children have free access to the garden with its wealth of resources, including a parachute line, cars, bikes and areas for digging and growing flowers and vegetables.

The childminder provides excellent opportunities to teach children to be safety-conscious without being fearful. All areas are very safe and child-focussed, so that children feel secure and happy, while taking part in highly stimulating play. They feel safe with the childminder and gain an excellent understanding of issues relating to safety. They behave in ways that are safe for themselves and others, confidently moving around and following house rules devised with their contribution. The childminder and her assistant are extremely skilled and sensitive in their management of children and their behaviour. As a result, children behave very well, interacting and learning to respect, cooperate with and share resources with each other.

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

The childminder has a very strong understanding of her responsibility to meet the educational programme requirements. She is highly committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Therefore, children are provided with an extensive range of interesting activities and enjoyable experiences across all seven areas of learning. Regular appraisals, accessing relevant websites and support from the local authority help the childminder and her assistant to expand their knowledge, understanding and practice. They are proactive in

developing their skills through attending numerous relevant training courses. The rigorous and highly effective system of self-evaluation includes listening carefully to the views of children, parents and the childminder's assistant.

The childminder has an excellent understanding of her responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures that children's safety and security is a top priority. Children are extremely well supervised at all times. Very comprehensive policies and procedures are in place that support her practice. Both practitioners have recently undertaken training in order to ensure their knowledge regarding child protection is current. Consequently, they demonstrate very clear knowledge and understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. Highly efficient recruitment and vetting procedures, including the successful induction of the assistant, to ensure that children are very safe are in place. Detailed risk assessments and daily checks are carried out so that the home environment remains extremely safe and suitable for children. Regular fire drills help children gain an excellent understanding of action to take in the event of a fire.

The childminder has excellent working relationships with parents and others, therefore making certain that children's individual needs are met effectively. A wealth of information is available to parents and they are involved in the assessments of their children's progress. Planning is clearly displayed, which keeps parents extremely well informed of activities and events. Children's individual files contain extensive photographic evidence of them engaged in an excellent range of activities. Comprehensive details of their individual progress towards the early learning goals are also included and help the childminder to monitor the educational programme. The childminder seeks parents' views on her provision and admirable feedback is available from them. Parents confirm that their children are well cared for and love being at the setting. They further explain that the children cannot wait to get in when they arrive at the setting. The childminder works extremely well with others who are involved in caring for the children, for example, teachers and she has very good relationships with the children's centre.

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	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	EY454841
Local authority	Dudley
Inspection number	934067
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	10
Number of children on roll	8
Name of provider	
Date of previous inspection	07/06/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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