

Inspection date	12/03/2014
Previous inspection date	21/01/2010

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

- The childminder uses her knowledge of how children learn to provide activities based on their likes and interests. As a result, children are supported to make good progress.
- The childminder creates a warm, welcoming environment where children feel safe, they settle quickly and make friends, this impacts well on their emotional development. As a result, children are confident and highly engaged in their learning.
- Children benefit from the effective partnerships that exist between the childminder and their parents. Regular communication ensures information is shared to enhance their care and learning.
- The childminder places a high focus on ensuring her home is safe and good steps are taken to reduce potential dangers, including her responsibilities with regard to child protection. Therefore, children are fully safeguarded.
- The childminder actively seeks and shares advice and guidance with other local childcare professionals, in order to support children's care and education effectively.

It is not yet outstanding because

- There is further scope to develop processes that support planning and assessment of children's learning and development to raise children's progress to the highest levels.

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 activities as children played, speaking to them when appropriate.
- The inspector spoke to the childminder about the daily routines and children's individual learning.
- The inspector looked at policies, risk assessments, children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability of the childminder and family members and other legal requirements.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation.

Inspector

Kim Barker

Full report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and three children, aged 15, eight and two. The whole of the ground floor, toilet facilities on the first floor and an enclosed garden are used for childminding. The family has a dog and a hamster as pets. The childminder attends toddler groups, play centres and visits the park on a regular basis. She collects children from local Primary Schools and pre-schools. There are currently four children on roll, of which three are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 8am 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:

- enhance ways of using observation and children's next steps more accurately so that planning is consistently precise, in order to raise children's achievements to the highest levels.

Inspection judgements

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

Teaching and learning is good and children are well supported to make progress, taking into account their starting points and capabilities. During the settling-in period the childminder collects comprehensive base line information from parents in an 'all about me' document. She uses this information and her own observations as a starting point for how she will support children to learn more. The childminder plans a well-organised mix of adult-led and child-initiated activity, using themes as a focus to engage children in learning through play. For example, a story about a caterpillar searching for food is used as a starting point to plan activities in all seven areas of learning and development. She responds to children's individual learning and development needs by making daily changes to support their interests and needs. For example, children recall an activity they previously enjoyed and are encouraged to use different tools to engage in a similar activity promoting pencil control and coordination of small movements.

Detailed observations and next steps for learning are imaginatively collected in individual development records that are shared with parents. However, the childminder does not always make the best use of this information by accurately matching planning to reflect children's next steps in their learning. Nevertheless, the broad range of resources and activities provided by the childminder ensures that they are engaged and enthused in play. Indicating, teaching that is rooted in a good knowledge of the Statutory framework for the Early Years Foundation Stage. Children's communication and language is reinforced by

purposeful interactions. For example, a small group are attentive and engaged as the childminder reads a story and she encourages speaking and listening through open-ended questions and reassurance.

Termly assessment of children's development is used to map their progress, systems devised for evidencing and tracking children's learning show that the childminder has a good understanding of individual children's learning needs. Parents feel very well-informed about their child's progress through a variety of methods, including daily chats, daily diaries and regular assessment updates. The childminder requests ongoing information about what parents know about their child and can do at home; as a result, this supports children's learning and development. For example, parents communicate they are very happy with the progress their child has made in their language and social development over a two month period. An objective is agreed to focus on personal, social and emotional development in preparation for children moving onto nursery class. The childminder complements learning that happens in school by listening to children reading and helping them to learn spellings.

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

Initial information the childminder shares with parents covers all aspects of the safeguarding and welfare requirements and ensures that they feel welcome in her home and confident in her abilities. This allows her to gain the necessary care and educational information needed to ensure that children's individual needs, interests, likes and dislikes are considered when planning for their attendance. This results in children who feel safe, secure and are settled and ready to learn. The childminder places an emphasis on building attachments with children and encouraging them to get along with each other. For example, when children have a disagreement over a toy the childminder skilfully intervenes, encouraging them to share and resolves conflict. This promotes their personal, social and emotional development in managing their feelings and behaviour.

The childminder supports children in gaining an awareness of and encouraging them to attend to their own personal care routines. For example, she sensitively reminds children who are beginning to use the potty and they confidently ask for help when necessary. As a result, children gain self-confidence, self-awareness and an understanding of their own needs. The childminder makes good use of written daily diaries to effectively communicate with parents their children's individual needs. Healthy lifestyles are promoted as the childminder includes regular opportunities for physical play either in her garden, at the local park or walking to feed the ducks. Children are encouraged to eat a healthy diet; ensuring children's dietary needs are met following discussions with parents. The childminder provides fruit for snacks and healthy, freshly prepared meals and has recently been awarded five stars in the local authority food safety standards.

The childminder guarantees children's safety through robust written risk assessments and ongoing consideration of everyday risk. For example, the childminder points out safe places to cross the road when walking to and from school. Childminding areas of her home and garden have been assessed and appropriate steps taken to minimise potential

risk. As a result, children independently move safely within the areas available to them. The dedicated playroom and well-organised routines ensure that children have easy access to toys and resources that encourages learning through play. She identifies suitable space so that children who need quiet areas to sleep have their individual needs met.

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

Leadership and management is good. The childminder has a good understanding of the procedures she should follow if she has any concerns about a child in her care, including what she would do if an allegation were made towards her or her family. All required documentation and records are clear and well-written. The childminder understands about informing Ofsted of any significant events and all adults within the home have completed suitability checks, ensuring they are safe to be in the proximity of children. The identity of visitors is checked and the childminder has developed a plan to ensure continuity of care in the event of an emergency. As a result, the childminder's practice is effective in underpinning children's safety and welfare.

The childminder displays a passionate and committed attitude towards her work with children and the importance of supporting their welfare and development. For example, she seeks out additional training opportunities to further her professional development. Self-evaluation is used to critically reflect on her practice, highlighting strengths and areas for improvement. For example, tracking children's development and how to link it to planned activities has led to personal reflection on how this can be improved. The childminder effectively monitors the breadth of areas of learning within planned activities. This demonstrates she has a secure knowledge of how children learn and how to support individual children's progress.

Partnerships with parents and other professionals are strong, which contributes significantly to children meeting their full potential. Written feedback from parents is positive; they are very impressed by the range of activities provided. There are clear procedures in place and permissions gained from parents to promote individual children's health and safety needs. All information is safely recorded and shared with parents, encouraging effective communication. The childminder understands about the importance of carrying out the 'progress check at age two' to assure early intervention if necessary. She is clear about sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning. Demonstrating how partnerships contribute significantly to children meeting their full potential. The childminder has strong relationships with other local childcare professionals, who she meets up with regularly for peer support and encouragement. As a result, she has more opportunities for regular reflection of her practice that have a positive impact on learning outcomes for children.

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	EY396611
Local authority	Dudley
Inspection number	879274
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	21/01/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

