

Inspection date	19/05/2014
Previous inspection date	20/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Safeguarding arrangements are robust and rigorous as the childminder understands her responsibility to keep children safe and protected, both on and off the premises.
- The childminder has a warm and caring nature. As a result, children develop secure attachments to her, which have a positive effect on their emotional development.
- The childminder provides a sufficient range of activities for children based on their interests. This supports children's steady progress in their learning and development.

It is not yet good because

- Information gained from observations are not used effectively to plan challenging activities to support children in their next steps in learning.
- Parents are not routinely encouraged to share information regarding their children's skills and interests at home, to enable them to work with the childminder to enhance children's learning.

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 children's activities in the lounge and garden.
- The inspector looked at a range of documentation, including those to confirm the childminder's suitability to work with children.
- The inspector spoke to the childminder about her practice, daily routines and children's individual learning.
- The inspector carried out a joint observation of an activity with the childminder.

Inspector

Lesley Bott

Full report

Information about the setting

The childminder was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child, aged 12 years, in the Sedgley area of Dudley. The whole of the ground floor and the rear garden is used for childminding. The family has a dog, two rabbits and 20 doves. They also have two horses who are stabled close by. The childminder collects children from the local schools and nursery. There are currently four children on roll, two of whom are in the early years age group and 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. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from observing children, to understand their level of achievement in order to plan challenging experiences for them and, to ensure they achieve the next steps in their learning to help them make the best possible progress in their learning and development.

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

- develop the partnerships with parents so that they have greater opportunities to share more information about what their child is learning at home.

Inspection judgements

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

The childminder has a suitable understanding of the seven areas of learning and knows how children learn through play. As a result, children are making satisfactory progress. The childminder takes time to discuss children's needs with parents at the start of placements, to identify their varying abilities and current interests. For example, children with emerging language skills babble incessantly. They show pleasure at being around the wide selection of animals the childminder cares for. Older children engage in friendly and, at times, complex conversations, as they discuss the amazingly fast growth of the baby doves. The childminder has completed some progress checks for children between the ages of two and three years to record where they are in their learning. This ensures that any additional support or intervention can be sought in a timely manner to reduce the risk of child falling behind in their development. In addition, observations are undertaken regularly. However, information gained from observations is not used to guide and inform

the next steps in children's learning. As a result, children are not sufficiently challenged and extended to make strides in their learning.

The childminder interacts with children and young babies in a positive manner. As a result, children are happy and content in their play. They benefit from the warm, positive interaction which helps to promote their personal, social and emotional development. For example, the children snuggle up on the chair with the childminder to listen to a story. They have the opportunity to talk about the story, identifying what comes next, as they help to turn the pages of the book. This helps support children's early communication and language skills. The childminder sits on the floor with the children at their level to help support their play. She introduces new sounds and words to the younger children, relating to shapes and colours, as they play together with the shape sorter and stacking cups.

Outdoor play is part of the daily routine and the children use the enclosed outdoor area to suitably develop their physical skills. They climb on scooters and into the little car to negotiate space successfully around the childminder's garden. The childminder encourages the children to talk about the sunflower seeds they have sown, as they water them on a regular basis and watch them grow. This provides opportunities for children to develop their knowledge and understanding of living things. Parents receive adequate information about the Early Years Foundation Stage from the childminder from the outset of their placement. However, there are fewer opportunities for parents to share what they know their child can do at home, in order for the childminder to use this information to contribute to the day to day planning and further support the next steps in children's learning. Children are adequately supported in their move to full-time school, as the childminder has built effective links with local schools and other providers, to ensure consistency in teaching and learning.

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

The childminder works closely with parents to gain all of the necessary information to meet children's individual needs, including their health and dietary requirements. As a result, children are settled and at ease with the childminder. They seek her out for reassurance and know that their emotional well-being will be supported as the childminder knows them well. The childminder encourages children to become independent in their self-care, particularly as they prepare for the move to the next steps in their early education. For example, she works closely with parents to support younger children in reaching milestones, such as, self-feeding and potty training. This helps promote a consistent approach to children's development.

The childminder conducts risk assessments on and off the premises. This ensures that children are able to move around and explore in a safe environment. All children participate in regular fire drills and know the routes to be taken to evacuate from the childminder's home. Children learn about road safety when travelling to and from nursery and school. The childminder discusses the importance of staying close, holding her hand and taking care when crossing the road. This helps to support children's understanding of their own safety.

The childminder promotes positive behaviour with the children, taking into account their ages and stages of development. Disruptive behaviour is managed in a calm manner. The childminder allows children time to express their own feelings and take on board the feelings of others. This helps children to become aware of the need for sharing and turn-taking with toys and equipment. Consequently, children's needs are suitably met as they develop a secure sense of well-being. Children's independence and self-confidence is fully supported through the organisation of the space within the childminder's home. For example, toys and equipment are easily accessible for children to follow their own interest and play as they move from the lounge to the garden. Children are reminded by the childminder to wash their hands at appropriate times during the day. As a result, they learn about the reasons for good hygiene practices, for example, after messy play and handling the animals. Children develop healthy lifestyles and begin to understand the benefits of exercise and playing outdoors. They benefit from daily exercise and fresh air, walking to and from school and they test out their physical skills on the large equipment in the local parks.

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

The childminder has a sound awareness of child protection issues and she understands the procedures to follow if she has a concern about a child in her care. She has attended safeguarding training and has devised a written policy which includes the safe use of mobile phones. She shares this with parents to further protect children's safety. Risk assessments and daily safety checks are implemented for all areas used by children and the childminder supervises them appropriately at all times. This helps to ensure that children remain safe.

Following the last inspection, the childminder has taken steps to address the actions and recommendations raised. She demonstrates a willingness to improve and has sought ongoing support and guidance in respect of her knowledge and professional skills. For example, she has reflected on the ways in which children learn, to include characteristics of effective teaching into her practice. This has enabled her to support children's learning, allowing them to 'have a go' and to critically develop their own ideas. There is scope, however, to review how the childminder uses the knowledge she gains from carrying out observations, so that children's progress is maximised. The childminder engages in the process of self-evaluation and is currently developing a culture of continuous improvement to update and enhance her skills and knowledge. As a result, children benefit appropriately from the new ideas and techniques which are used to build on their experiences.

The childminder does not currently work with any children with additional needs. However, she is fully aware of the need to work in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. The childminder has a sound knowledge and understanding of the benefits of having effective partnerships with parents. Daily discussion ensures children's routines are followed

appropriately to meet their basic needs, and parents are kept informed of their children's activities. However, there is scope to work more closely with parents to share information about their child's learning. The childminder demonstrates a suitable knowledge of how to develop partnerships with other professionals. For example, her links with the local nursery school staff have been strengthened, to ensure the continuity of children's learning when they attend both settings.

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	EY268669
Local authority	Dudley
Inspection number	938694
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	20/05/2013
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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