

Inspection date	10/07/2014
Previous inspection date	12/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children's social development is progressing well because the childminder provides lots of experiences for them to meet other adults and children. This helps children learn to play alongside other children and actively seek out others to share experiences, which contributes to preparing them for their next steps in learning.
- The childminder has developed a strong partnership with a local school. As a result, she is effectively complementing children's learning at school. Partnerships with parents contribute to supporting children's well-being, by providing continuity and consistency of their care routines.
- The childminder has a secure understanding of how to promote the health and safety of children in her care.

It is not yet good because

- Assessment is not always accurate and information gained from assessment is not always used to identify and plan for children's next steps in learning.
- The childminder does not capture all opportunities to support children's physical development and communication and language skills.

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 childminder's lounge.
- The inspector spoke with the childminder about the daily routines, children's individual learning and self-evaluation.
- The inspector interacted and spoke with children present.
- The inspector took into account the written views of parents.
- The inspector checked documentation and evidence of suitability and qualifications.

Inspector

Christine Armstrong

Full report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and two children aged 17 and 14 years in Great Barr, Birmingham. The whole of the ground floor of the property is used for childminding purposes. There is an enclosed garden available for outdoor play. There are currently four children on roll, two of whom are within the early years age group. Two school-age children also attend before and after school. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder collects children from local schools and pre-schools. The childminder holds a Level 3 National Vocational Qualification in Childcare and Education. She attends local playgroups and parks on a regular basis. She is also 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:

- ensure assessment accurately identifies children's stage of development so that any gaps in their learning can be accurately planned to help all children make good progress given their starting points and capabilities
- provide more opportunities for children to make connections in their learning by: increasing opportunities for them to explore the sensory experiences of making marks so that children can begin to make connections between their movement and the marks they make
- develop the educational programme for communication and language by, for example, modelling sentences to younger children by repeating and adding another word to what they have said.

Inspection judgements

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

In some instances, the quality of teaching is good. The childminder has developed an effective partnership with the school that old children attend. She receives very precise information about what children are learning and how she can complement this learning. The childminder uses her observations and information obtained from parents to assess children's stage of development and identify how she can support children's progress. For example, she works with parents to support children's social development by increasing children's experiences of meeting other adults and children. As a result of this, children

become more interested in others, learn to play alongside other children and begin to actively seek out others to share experiences. This helps to prepare children for their next stage of learning and for school when the time comes. Nearly all children are working within the typical range of development expected for their age. However, occasionally the childminder does not accurately assess children's individual stage of development to identify any gaps in their learning. Therefore, some activities and experiences are not effectively planned to provide good levels of challenge and ensure all children make consistently good progress in their learning and development.

Since the last inspection, the childminder has taken some suitable steps to increase the range of experiences she provides for children. As a result, children have suitable opportunities to develop their skills and interest in all areas of learning. For example, children develop an interest in exploring sound by using the range of musical instruments. They begin to engage in pretend play with the range of small world resources, which are freely available to them. Opportunities have increased for children to develop their interest in number, shape and simple problem solving. For example, at times the childminder introduces number during children's play by counting objects. Numerals are visible in the environment and children play with resources, such as posting boxes and simple jigsaws. The childminder sometimes provides resources for children to enjoy the sensory experience of making marks, such as, crayons, playdough, paint, gloop, sand and water. However, the childminder does not recognise the importance of providing such activities on a daily basis to support children's interest and develop their physical skills, so they begin to make connections between their movements and the marks they make.

The childminder is always on hand to support children, she supports children's communication skills as she names the things children can see. This helps children to increase their vocabulary and begin to understand the meaning of words. She models simple questions, such as 'what's this?', which helps to support children's critical thinking. She spends time looking at books with children and helps them to maintain their interest and name what they see by using props, such as toy rabbits. However, because the childminder is not focused enough on identifying and planning for children next steps in learning, she does not capture all of the opportunities that arise for her to support and extend children's communication skills. For example, she is not focused enough on modelling sentences to younger children by repeating and adding another word to what they have said, in order to support good progress.

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

The childminder develops positive relationships with children. She is warm and responsive to them, treating them with sensitivity and kindness. She works effectively with parents to prepare and support children to settle into her care. As a result, initial settling-in experiences are planned to ensure children have the time to become confident and familiar with her and their new surroundings. Younger children demonstrate their sense of security and well-being as they show familiarity with daily routines and become assured by the childminder's support when visitors arrive. Effective partnership working with parents also ensures continuity and consistency of care routines, such as sleeping. The childminder has consistent and appropriate behaviour boundaries for children, which

promote an harmonious environment. These approaches support children's emotional well-being.

The childminder uses topics, discussions and activities to promote positive messages about healthy choices. For example, she uses books to prompt discussion about how to keep the human body healthy and children take part in growing healthy foods, such as tomatoes. The childminder recognises the importance of providing children with daily fresh air and exercise. She organises the day to include physical activity in her garden and the local park where children can play on large play equipment. The childminder uses indoor and outdoor activities to support children's awareness of their own safety. This includes developing their awareness of road safety. At all times the childminder provides careful supervision, which supports children's safety.

The childminder is placing better emphasis around organising resources to support children's independence, choice and self-confidence. She provides a range of resources that provide positive images of diversity and difference, which supports children to develop respectful attitudes towards diversity and provides a message that everyone is welcome.

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

The childminder has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has recently attended safeguarding training and this has ensured she is confident in the steps she must take to safeguard children. This includes child protection procedures that detail the action to take if she is concerned about a child's welfare. Household members are known to Ofsted and appropriate checks have been undertaken. The childminder also has a very secure knowledge of the procedures to follow in the event of an allegations being made against her, which contributes to safeguarding children. Risk assessments are undertaken for the home, garden and outings and the childminder provides close supervision of children. This ensures risks to children are minimised and children are safe as they play. The childminder holds a current paediatric first-aid certificate and follows suitable procedures to ensure children receive appropriate care if they become ill or injured. She also holds a food hygiene certificate and maintains good hygiene standards, which contributes to keeping children healthy. All documents and paperwork necessary to help ensure a safe and secure environment for children are in place.

The childminder demonstrates a suitable commitment to ongoing improvements. This is reflected in improvements she has made since the last inspection, to ensure children have suitable opportunities to progress in all areas of learning. The childminder has also taken steps to develop her self-evaluation. In this instance, she has obtained the views of parents and children and this has helped her to identity her strengths. Written statements from parents report high level of satisfaction, particularly around the help the childminder has given to support older children's literacy skills and younger children's use of words and social skills. The childminder is developing her practice and knowledge of how to use her observations to monitor children's progress. However, she does not always effectively

identify and plan for children's next steps in learning. As a result, children do not always make consistently good progress in all areas of learning and development.

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	EY102703
Local authority	Sandwell
Inspection number	877311
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	12/10/2009
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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