

Inspection date	22/07/2014
Previous inspection date	24/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Teaching is good because the childminder knows children well and plans interesting and varied activities across the educational programme in order to promote their learning and development effectively.
- The childminder promotes the health and safety of children well and has a good understanding of her responsibilities for safeguarding children. Children are able to move around freely and safely in the home and in the large enclosed garden because the childminder has taken appropriate steps to minimise hazards.
- The childminder is sensitive and skilful in her interactions with children. She forms secure attachments with children, promoting their emotional well-being.
- The childminder is well-organised and has a professional approach. She develops effective partnerships with parents and continually reflects on her practice and makes positive changes which bring about improvements for children.

It is not yet outstanding because

- The childminder misses opportunities to develop the use of numbers and print in the learning environment. As a result, there are slightly fewer opportunities to develop children's early reading and mathematical skills in children's independent play.
- There is scope to strengthen parents' involvement in their child's learning by supporting them more effectively to share information about what their children can do and enjoy 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with children. She also spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder and carried out a visual check on the premises indoors and outside.
- The inspector checked evidence of qualifications and suitability of the childminder and other household members.
- The inspector reviewed a range of documentation, including the childminder's policies and procedures, risk assessments and children's assessment and development records.
- The inspector discussed the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents and children from written documentation obtained by the childminder.

Inspector

Patricia Dawes

Full report

Information about the setting

The childminder was registered in 2001 on the registered on the Early Years Register and compulsory part of the Childcare Register. She lives with her husband and two children aged 16 and 17 years in a house in the Wollaston area of Stourbridge. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. There are currently eight children on roll, of whom five are within the early years age group. The childminder is open all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder receives support from the local authority.

What the setting needs to do to improve further

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

- develop the use of numbers and print in the learning environment to further encourage children's interest in letters and numbers
- build on the partnerships with parents, so that they are fully supported to share information about their child's progress and are well-equipped to guide their 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 good knowledge of the learning and development requirements of the Early Years Foundation Stage and how children learn. She is clear about using her observations to plan for children's individual next steps in their learning using suitable guidance documents. Through initial discussions with parents and completing a detailed 'All about me' document she gathers useful information about children's development needs, likes, dislikes and what their child likes to do. The childminder adds to this information and completes an initial assessment. She then observes and assesses the children, makes notes and takes photographs. The childminder shares these records with parents and provide them with the details of how their children are progressing. However, there is scope to build on the strategies for sharing information to strengthen parents' involvement in their child's learning. For example, by obtaining more information from parents on an ongoing basis about what children have been learning at home and by supporting parents to guide their children's learning further. Children are encouraged to learn to share toys and play together to promote their social skills in preparation for later moves to nursery and school. As a result, children make good progress in their personal and social development skills.

The learning environment contains resources which are stimulating and accessible to children, which promotes their learning and independence. The childminder successfully promotes children's communication and language skills through ongoing discussions as they play. She uses good teaching techniques and joins children in their play and fosters their language development through conversations. She sits near to the children so that she can 'tune in' or share in the fun of discovery, and respond to children's attempt to communicate. She observes children and makes notes to include in children's learning journals. Children's confidence and communication skills are promoted as they take an active part in singing action and number rhymes. They listen to stories and are eager to turn pages, recall and retell familiar stories, helping to extend their vocabulary. The childminder models how to be a thinker through skilful interaction with children by posing questions to extend their thinking and learning. She asks them questions to help them recall events and activities, such as, 'can you remember?' and extends their learning by asking, 'would you like me to show you?' and 'how do we know?' For example, she initiates questions about shape names and colours during a painting activity. Children use foam brushes to make circles, connecting them to make a caterpillar. The childminder teaches children about numbers, shapes and colour as they post shapes into shape sorters or randomly count as they play with their peers. She encourages them to recognise shapes in their environment and also from looking at books. However, there are fewer opportunities for children to develop their early reading and mathematical skills in their independent play. Nevertheless, younger children are actively engaged in learning and they are supported to become eager and motivated learners.

Children have good opportunities to spend time outdoors in the fresh air to promote their physical skills. They play outdoors in the water tray, emptying and filling a variety of different sized containers. They are able to use a range of equipment, such as balls, cars, hoops and a variety of sit and ride toys at the setting. They also have regular opportunities to play on the larger equipment at the local park. All of this helps to promote their physical skills even further. Equality is promoted well and children learn about the similarities and differences in people, in ways they can easily understand and relate to. For example, children learn about different customs and traditions through creative experiences and food tasting. During creative activity the childminder discusses people with differing abilities. She encourages the children to try painting with their eyes shut to simulate being visually challenged to help them develop an awareness of others. Furthermore, children have access to a variety of resources which depict positive images of diversity, including people with differing abilities. All of this helps to foster children's understanding of the diversity in society.

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

Children settle quickly, are happy and emotionally secure because the childminder establishes strong attachments and close relationships with the children. She actively supports the move of new children into her home through a gradual settling in procedure, which is tailored to each child's emotional needs. The childminder records comprehensive information from parents about the children. For example, initial details about care routines and likes and dislikes, which help parents feel comfortable leaving their children.

The childminder has a calm, caring and patient manner and she gives children her individual attention. This helps to ensure that each child feels valued and special. Children move freely around the childminder's home and enjoy playing with the resources available which promotes their confidence and independence.

Healthy lifestyles are promoted as the childminder encourages children to develop an awareness of a healthy diet. The childminder talks with them about fruits and vegetables being healthy and encourages them to try different foods. Children grow their own strawberries, which they are encouraged to pick, wash and eat. The childminder supplements this further through visits to the fruit farm. Here children pick raspberries and know not to eat the green berries, only the red berries. Children's independence is promoted well because the childminder encourages them to help tidy away toys, lay the table ready for lunch or prepare for messy activities. They also learn how to dress, putting on their own coats and shoes. Children are helped by the childminder to develop good hygiene routines. They understand the importance of keeping themselves clean. For example, the childminder reminds them to wash their hands at appropriate times during the day and supports them well to develop an awareness of their own toileting needs.

Children's safety and well-being is promoted well by the childminder. All required documentation to promote children's safety and well-being is in place and the childminder understands the need to complete this correctly. The childminder is focused regarding children's safety and supervises them at all times. Children gain a good understanding of how to keep themselves safe as they follow sensible rules for playing safely outdoors, such as negotiating the step out into the garden or practising regular fire drills to ensure they know what to do in an emergency. The childminder is a good role model, treating them with kindness and respect. They enjoy each other's company, seeking out friendships and forming relationships. As a result, children behave well and good social skills develop in preparation for later move to nursery and school.

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

The childminder is professional and well-organised. She is pro-active in ensuring her policies and procedures are implemented effectively and she continually revises these to reflect current legislation. The childminder ensures all adults in her home are suitably vetted through a Disclosure and Barring Services check. The childminder has a good understanding of the procedures to follow should she have any concerns regarding a child in her care. A safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The premises are safe and secure. Written risk assessments are in place, which show how the childminder has identified and minimised potential hazards to ensure children's safety. The childminder ensure she maintains a first aid qualification in order to ensure any minor accidents would be managed effectively. All of this demonstrates that the childminder places a high priority on children's safety and well-being.

The childminder has a clear commitment to improving the service she provides. At the last

inspection by Ofsted, the childminder received a number of actions to improve and there was a subsequent monitoring visit. She has successfully met the actions raised at the last inspection by making improvements to the outdoor area and updating relevant documentation. This has significantly improved the outcomes for children. The childminder regularly reflects on her practice and has a focused improvement plan. This clearly identifies areas of improvements made and those requiring further development. For example, she identifies attending training courses to secure and develop her skills and knowledge. The childminder has a good level of awareness of how children learn. She monitors how well her provision meets the learning and development requirements and has plans to devise an even better method for observing and assessing children's progress. The childminder ensures children are motivated and interested in their learning, by providing a broad range of activities, tailored to help children make good progress. All of this clearly demonstrates how she is intending to maintain continuous improvement in order to ensure continued good learning opportunities for children.

Communication is a prime focus for the childminder with regard to children's well-being and development. Partnerships with parents are strong because the childminder liaises well with parents to build and maintain relationships. Parents comment that she is supportive and children are cared for well. The childminder has a clear understanding of the importance of working in partnership with external agencies. She has the knowledge to work closely with parents to ensure she provides appropriate levels of support for children. Partnership working for children attending other settings is secure. The childminder has developed appropriate links with the local school and nursery and regularly shares information. This means that children's welfare and learning are fully complemented to support their future move to nursery and school.

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	258803
Local authority	Dudley
Inspection number	937057
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24/07/2013
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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