

**Inspection date**

29/07/2014

Previous inspection date

25/06/2009

**The quality and standards of the early years provision**

**This inspection:**

3

Previous inspection:

2

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**

- Teaching is sound as the childminder promotes young children's communication development by using simple commentary and actions to support spoken words.
- The childminder demonstrates availability, sensitivity and warmth towards children, which promotes a sense of security and belonging.
- The childminder safeguards children, because she is aware of the procedures to follow to protect children from abuse.
- The childminder involves parents as partners in the setting, so that information is regularly shared about children's care and development.

**It is not yet good because**

- Parents are not provided with a progress check for children between the ages of two and three years, to share with the health visitor and enable any necessary early intervention.
- Medication is not securely stored or fully out of the reach of children at all times. However, the impact on children is low, as children are constantly supervised.
- Children's listening and understanding skills are sometimes inhibited, because of the background noise of the television.
- The childminder does not always maximise younger children's opportunities to freely access the broad range of resources.

## 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 home and garden and conducted a joint review of an activity with the childminder.
- The inspector held discussions with the childminder and spoke to the children who were present on the day of the inspection.
- The inspector looked at children's observation and assessment records and planning documentation.
- The inspector checked evidence of the childminder's suitability, training and qualifications and the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Linda Yates

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and daughter aged 13 years in Rowley Regis. The whole of the ground floor is used for childminding. There is an enclosed garden available for outdoor play. The family has a pet dog. The childminder attends toddler groups and activities at the local library. She visits the local shops and parks on a regular basis. The childminder takes and collects children from the local schools. There are currently six children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminding provision operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder receives support from the local authority and is a member of the Professional Association of 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 that all medication on the premises is securely stored and out of the reach of children at all times
- provide parents with a progress check for children between the ages of two and three years, in time to inform the health visitor at the child's health and development check, so that any early intervention needed is identified.

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

- build on children's ability to listen and understand language, for example, by reducing background noise so that there is less distraction around them as they engage in other activities
- improve younger children's access to the broad range of indoor resources, to further promote and challenge their learning during their child-initiated play times.

## Inspection judgements

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

The childminder has a satisfactory understanding of how children learn and develop. Children's prior skills are established on admission to the setting. The childminder

undertakes initial observations and engages in discussions with parents, to identify where children are at in their development. Children's assessments are accurate, detailed and clear. Appropriate next steps in their learning are identified. Children's assessment folders are discussed with parents and this keeps them informed of their child's progress. It also informs them of the sort of things their child enjoys doing and how they can support their child's interests and learning further at home. Additionally, the childminder provides parents with a written summary of children's stage of development in the seven areas of learning, to pass on to children's new setting. This helps the new setting to quickly identify and meet children's needs. However, parents are not provided with a progress check for children between the ages of two and three years. Consequently, parents are not able to share with their child's health visitor, the identified strengths and any targets that have been raised by the childminder to develop the child's learning or enable any early intervention where needed.

The childminder provides an environment that promotes the seven areas of learning and is reasonably tailored to each child's needs and interests. Children are given time, space and sufficient resources to satisfactorily learn through play. For example, children are focused and listen intently as the childminder shares a book with them, thereby developing object recognition and extending their vocabulary. The childminder uses a range of developmentally appropriate strategies to encourage communication development. For example, she uses clear verbal communication with eye contact and smiles, showing her interest in each child. Children's understanding of language is developing as the childminder points to the pictures in the book, uses the appropriate single word and repeats it. As a result, children's literacy development is satisfactorily supported. The practitioner sings nursery rhymes to the children and she models the movements that echo the meaning of the words, promoting the children's language and communication skills. However, children's listening skills are not always fully enhanced, because they are sometimes distracted by the background noise from the television. Consequently, children's language and communication development is not fully maximised during adult-guided play times. Children have access to crayons and pencils where they learn to make connections between their movements and the marks they make, promoting their physical and literacy development. Consequently, children make satisfactory progress in their learning and development through suitable teaching, which helps them to be ready for the move to school.

The childminder offers a balance of adult-guided and child-initiated experiences, with a reasonable range of interesting and suitably challenging activities. For example, the children play in the pop-up playhouse with plastic balls, thereby developing their physical and imaginary play skills. Children are encouraged to be independent as the childminder supports them to roll the flaps up on the playhouse door, so that they can move freely in and out. The childminder encourages children to develop new skills by demonstrating and using commentary. For example, children are supported by being shown how to roll the ball, promoting their physical development. The childminder describes what the children are doing and makes more space for them, encouraging children to persist in their chosen goal. The childminder encourages children to recognise colours as she labels the different coloured balls, promoting expressive arts and design. The childminder weaves in mathematics as she models counting the balls. Children's understanding of technology is developing as children play with programmable toys that play tunes when they press

different buttons. As a result, children's exploration of cause and effect is enhanced. Children are provided with a suitable range of stimulus for imagination. For example, children participate in small-world play with the dolls' house, expressing their ideas and feelings and at the same time, developing their relationships with others. The childminder takes children on a range of outings, which supports their current and ever changing interests and adequately fosters all areas of their learning. This includes visits to a local farm where children learn about aspects of their familiar world and about animals and plants, promoting their understanding of the world. The childminder takes the children to the weekly toddler groups where they learn to socialise, share and take turns and develop wider friendships. This supports children's personal social and emotional development. As a result, children display the characteristics of effective learning as they play and explore throughout the day.

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

The childminder's home is appropriately organised, warm and welcoming, which gives children opportunities to feel at ease in her care. The childminder completes daily safety checks indoors and outside to identify any hazards and has appropriate safety measures in place to minimise risks. However, at times, the childminder does not ensure that her medication is fully out of the reach of children. However, risk to children is minimal, because the children are constantly and responsibly supervised. Nevertheless, children's safety cannot be fully guaranteed. The childminder has a broad range of toys and resources to meet the needs of the children. However, resources are not set out in such a way that younger children can see the broad range available to them. This is because resources are stored in the garage that younger children do not have free access to. Consequently, children are not always able to follow their interests to the maximum potential by making informed choices during their child-initiated play times. The childminder has positive images and resources that reflect the wider multi-cultural community, including those with diverse physical characteristics, including disabilities. As a result, children have opportunities to increase their appreciation of individual differences.

The childminder encourages children and their parents to visit the setting and have a look around ahead of the planned start date. Parents may attend as many sessions as they like with the child, leaving the child initially for short periods of time and gradually increasing the length of time the child stays on their own. Parents are asked to bring along any comfort objects their child may have, so that the childminder can use these to help soothe and calm children when necessary. Children forge trusting and caring relationships with the childminder, promoting a sense of emotional security. The childminder is a suitable role model who puts children's needs and interests first. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, children do not run around indoors and they know that they are expected to take turns and share.

Children practice good personal hygiene when they are encouraged to clean their hands before snacks. Nutritious meals and snacks are provided by parents, ensuring each child's individual dietary needs are met. Toddlers are encouraged to develop independence and are supported with learning how to enjoy food by exploring sensory feelings while feeding

themselves. The childminder discusses children's likes and dislikes, which helps them learn about healthy food and drink. Children participate in daily outdoor energetic play and learn about the benefits of physical exercise, as they have direct access to the garden. Children have suitable opportunities to risk assess themselves and experience challenge. For example, they have outings to country parks where they climb rope bridges, and they visit soft play establishments for more robust activities. These outings, along with trips to the local parent and toddler group and the shops, help children to develop confidence, independence and social skills outside of the childminder's home. This helps to emotionally prepare them for the next stage in their life, such as attending school.

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

The childminder has a generally satisfactory understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. However, she is not fully meeting one of these requirements. This is because the childminder does not ensure that her medication is securely stored and is out of the reach of children at all times. Consequently, children are not fully protected. There is an up-to-date safeguarding policy and the childminder is aware of the procedure she must follow if there are any concerns about children. As a result, children are protected from suspected abuse or neglect. The childminder has attended paediatric first-aid training, which provides her with the knowledge and skills required to effectively administer first aid, as well as meet the requirements of registration.

The childminder has completed a recognised early years level 3 qualification to improve her knowledge of the learning and development requirements. This has resulted in her establishing a generally satisfactory understanding of her responsibilities in this area. However, she is not fully meeting one of these requirements. This is because the childminder does not provide parents with a progress check for children between the ages of two and three years, to inform the health visitor at the health and development review at age two. This is to identify the child's strengths and target areas to develop in the prime areas and enable any early intervention needed. She has successfully met the actions that were raised at the last inspection by ensuring that she has current public liability insurance and that she uses observations more effectively to plan for children's individual needs. Additionally, she has mostly implemented the recommendations by taking steps to reduce the spread of infection, by starting to evaluate the strengths and areas for improvement in her setting and by undertaking risk assessments that mostly minimise all hazards. The identified weakness that exists, because of children's potential access to medication, raises a further action at this inspection to address this. The childminder informally monitors the educational programme and uses suitable government guidance as a reference. She has begun to identify strengths and weaknesses in the setting and has some improvements planned to support children's progress over time, for example, by completing online training. This means that she continues to develop her knowledge over time about how children can be supported to make steady progress in their learning and development.

Children and families benefit from the friendly relationships that exist between the

childminder and parents. The childminder's policies are available for parents to view, so that they are informed about how the setting operates. A regular two-way flow of information is achieved through daily discussions, the sharing of children's assessment folders and electronic communication, such as sending a text. The childminder has developed links with local authority workers and local schools to help her meet children's care and educational needs and she is aware of the need to work in partnership with other providers who provide shared care when this is relevant.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY384789
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	873899
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25/06/2009
<b>Telephone number</b>	

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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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