

Inspection date	02/09/2014
Previous inspection date	11/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 secure understanding of how children learn to provide a wide range of resources, activities and experiences. As a result, teaching is purposeful and children are fully engaged and motivated to learn through play. They make good progress based on their capabilities and starting points.
- The childminder creates a warm, welcoming environment where children feel safe and secure. This impacts well on children's emotional development and self-confidence, preparing them well for the next stage in their learning.
- The childminder is highly reflective about her work with children and continually strives for improvement to enhance children's care, learning and development.
- The childminder takes effective steps to reduce potential dangers and is confident in her responsibilities with regard to child protection. Therefore, children are safeguarded and their welfare is protected.

It is not yet outstanding because

- Children are not always able to easily identify toys and resources, as the childminder's storage systems do not consistently support all children in making individual choice.
- The childminder has not yet fully engaged all parents and other settings in working to complement and enhance children's learning and development and to help them make best possible progress.

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, speaking to children at appropriate times while they played.
- The inspector checked evidence of suitability of the childminder and family members.
- The inspector spoke to the childminder about the daily routines, children's individual learning and conducted a joint observation.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- 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 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and child aged five years in the Great Wyrley area of Walsall. The whole of the ground floor and an enclosed garden are used for childminding. The childminder attends local childminding groups and activities and visits the local parks on a regular basis. She collects children from local schools and pre-schools. There are currently four children on roll, all of whom are in the early years age group and who attend for a variety of sessions. The childminder supports a number of children who speak English as an additional language. She operates all year round, Monday to Friday, except bank holidays and family holidays. The childminder is a member of a local childminding network and holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to make independent choices from toys and resources, so that they can always actively explore, developing their skills in purposeful and developmentally appropriate play
- embed the good systems already in place, so that all children benefit from highly effective partnerships between their parents, the childminder and other settings, to ensure they make the best possible progress in their learning and development.

Inspection judgements

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

The childminder's teaching skills are rooted in a good knowledge of the learning and development requirements. As a result, children are well supported to make good progress, taking into account their starting points and capabilities. During the settling-in period, the childminder collects useful information from parents. She uses this information and her own sound observations as a starting point to plan for how she can help children to learn more. The childminder plans a well-organised range of adult-led and child-initiated activities and uses her secure knowledge of how children learn to promote engagement across all seven areas of learning and development. Well-organised routines and a welcoming environment promote all aspects of children's prime areas of development. The childminder supervises children closely and this supports children's self-confidence and emotional development, as they look to her for reassurance as they play. However, children are not able to easily identify some toys and resources, as storage boxes are not clearly labelled and the childminder has not yet developed other systems to

promote their independence fully. As a result, children new to the childminder's home, who are not yet familiar with what is available for them to play with, are not always supported in making individual choices to extend their incidental learning.

The childminder ensures that she provides good levels of challenge that are appropriate to children's age and stage of development. She incorporates an individual focus into the planned activities related to each child's next steps in their learning and development, into planned activities. The childminder effectively introduces comparing the size of objects, counting and colour recognition into children's sensory play with dry pasta and coloured rice. She skilfully encourages children to explore and to keep on trying as they develop new skills and consider what will happen if they mix them together. She makes good use of this purposeful experience to encourage children to concentrate, to think critically and begin to make links with how their actions affect outcomes. This well-planned activity helps the childminder to gain an understanding of what children new to her setting already know and can do. This reinforces children's emotional well-being as their self-confidence grows and they begin to form positive relationships. The childminder uses effective and clear systems for recording and assessing children's development, which clearly identify next steps in their learning. As a result, she has a good understanding of individual children's learning needs. The childminder uses good processes for evidencing and tracking children's learning to ensure children remain appropriately challenged and stimulated. She regularly reviews her assessments of children's progress and uses this information to identify any gaps in their development. She makes good use of the information to help plan effectively for children's next steps in their learning. For example, the childminder fully understands the importance of liaising with parents of children who speak English as an additional language, to find out key words that promote children's communication and language development. The childminder shares children's individual progress with their parents through daily conversations, an effective diary system and the regular sharing of development records. She shares information about children's achievements with parents, so that they too can support their children's learning when they return home.

There are many good and meaningful interactions and opportunities for children to engage in conversation, supporting their speaking and listening skills. For example, the childminder uses a high level of understanding of effective communication to model language very well throughout the session. As their language skills are effectively supported, children feel confident and are encouraged to keep trying, strengthening their personal, social and emotional development. The childminder responds to children's individual learning and development needs by making daily changes to support their interests and needs. She ensures that children remain motivated and interested in their play by making changes to the resources provided. For example, children further extend their own learning, as they introduce tipper trucks to the rice and pasta play. The childminder recognises their new aim and provides another tray to skilfully guide children to develop their own ideas. As children explore the rice and pasta, they begin to represent their own ideas, thoughts and feelings through their imaginative play. Overall, the childminder has a secure understanding of the learning and development requirements and supports children well, so that they develop skills in readiness for the next stage in their learning.

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

The childminder ensures that parents feel welcome in her home and are confident with her abilities as information she provides covers all aspects of the safeguarding and welfare requirements. She engages very well with parents to gain all necessary care and educational information to ensure children's routines, interests, likes and dislikes are considered when preparing for children to be cared for in her home. The childminder invites children and their parents to visit for settling-in sessions. This results in children who feel safe, secure and are settled and ready to learn. The childminder has a good awareness of children's emotional needs and places an emphasis on building attachments with children. She uses close purposeful interactions to form appropriate relationships with children that effectively promote their emotional development. For example, parents comment favourably that they are very happy with how quickly their baby has settled into the childminder's home. Relationships with parents are supported through daily handovers and the effective use of a two-way diary that includes information about what their child has done during their day. Children are encouraged to behave well, as the childminder is a good role model and provides clear and consistent boundaries. She shares her expectations with parents before their children start, with regard to how they can work in partnership, so that children benefit from continuity in their care and learning. The childminder maintains effective daily and weekly routines that enhance children's self-confidence and self-awareness to further promote children's personal, social and emotional development. For example, new children arriving for the day, ask if they are going to attend a group later, as they usually do.

The childminder's dedicated playroom is well resourced, clean and tidy. She monitors her resources to ensure that they cover all seven areas of learning. The childminder skilfully involves all of the children in her care during child-initiated play. For example, she ensures that children have enough space to play imaginatively with dinosaurs on a mat, while babies explore the environment on their tummies. As a result, children play alongside others, promoting their personal, social and emotional development in managing feelings and behaviour. The childminder ensures children's safety through clear written risk assessment of regular trips and outings. Childminding areas of her home and garden have been assessed and good steps taken to minimise potential risk. As a result, children move safely within the areas available to them, encouraging independence. Children learn about keeping safe, as they regularly take part in fire evacuations, so they are familiar with what they have to do in an emergency. The childminder uses her high level of awareness of how children learn to provide an individually appropriate level of support and guidance to take developmentally appropriate risks. For example, children understand and follow appropriate boundaries as they walk to the local park, they hold onto the pushchair or the childminder's hand. She then encourages them to investigate and explore in the safe environment. Children benefit from continuous praise and encouragement and as a result, their self-confidence is enthusiastically supported, as well as their physical development.

Children are taught about the importance of leading a healthy lifestyle. The childminder plans regular opportunities to visit local groups and parks or to play in her garden, which ensures children get fresh air and exercise and develop their physical skills. Children are encouraged to eat a healthy diet. She ensures children's dietary needs are met following

discussions with parents. Parents provide packed lunches for their children, which the childminder ensures are stored appropriately. She ensures that children have access to plenty of drinks throughout the day and promotes the healthy choice of fruit at snack time. As a result, children gain an understanding of the importance of healthy lifestyles. The childminder encourages children to look after themselves and further develop their independence. For example, children ask politely if they can go to the toilet, they manage their toilet needs themselves seeking support when necessary and following appropriate hygiene routines. Tissues are readily available to wipe their noses as they learn to put their rubbish in the bin and independently wash their hands. As a result, children gain self-confidence, self-awareness and an understanding of their own needs. These developing skills help to prepare children for the next stage in their learning.

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

The childminder has secure knowledge of the requirements of the Early Years Foundation Stage. This includes a good understanding of safeguarding and the procedures to follow if she has any child protection 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, including risk assessments. The childminder understands about informing Ofsted of any significant events and all adults within the home have completed suitability checks through the Disclosure and Barring Service, ensuring they are safe to be in the proximity of children. The identity of visitors is checked and there are good boundaries around the use of cameras and mobile phones. As a result, the childminder's practice is effective in underpinning children's safety and welfare.

The childminder establishes strong relationships with parents that are supported through daily handovers and regular updates on children's learning and development. There are clear procedures in place and permissions gained from parents, to promote individual children's health and safety needs. For example, the childminder seeks permissions from parents before sharing photographs on a secure, social network site. All information is safely recorded and shared with parents encouraging effective communication. The childminder takes all reasonable steps to engage parents in her practice and regularly seeks their opinions through questionnaires. She has systems in place to regularly share children's progress with parents. However, she has not yet fully engaged all parents and other providers in sharing important information, about children's learning and development at home and in other settings. Nevertheless, the childminder fully understands her role in supporting effective communication when children attend more than one provision. As a result, she has established good relationships with local settings and schools and is developing systems to promote working in partnership to complement and extend children's learning.

The childminder fully understands her responsibilities with regards to the learning and development requirements of the Early Years Foundation Stage. She understands the need to monitor the breadth of areas of learning and reflects on previous observations and assessments to ensure that children remain motivated and interested in their learning. The childminder has good overview of children's progress, as procedures used to track

children's development are effective. This demonstrates her high level of knowledge of how children learn. The childminder is fully aware of the requirement to provide parents with a written summary of the progress check for children between the ages of two and three years. This includes the importance of identifying any required intervention and accessing additional support when necessary. She undertakes thorough self-evaluation in order to reflect on her practice, highlighting strengths and areas for improvement. She displays a high level of awareness of the importance of continual reflection on how she can improve her work with children and the importance of supporting their welfare and development. All regulatory training is up to date and the childminder makes very good use of local professional support networks, to access peer support and encouragement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY313304
Local authority	Staffordshire
Inspection number	856741
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	11/09/2009
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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