

Inspection date

11/09/2014

Previous inspection date

24/03/2014

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

- The childminder plans for individual learning effectively to ensure that children are challenged to reach the next stage in their development. Children make good progress, enjoy and get involved in a full range of play activities inside and in the outdoor play area.
- Parents are involved in children's learning as they regularly look at children's assessment folders and are fully informed of their child's achievements.
- Children are safeguarded as the childminder follows an effective child protection policy and procedure to ensure their safety and well-being at all times.
- The relationship between the childminder and children is strong and children are settled, emotionally secure and happy.

It is not yet outstanding because

- The childminder does not always make the best use of everyday tasks to develop young children's learning. As a result, children are not given every opportunity to fully expand their vocabulary.
- The childminder does not always fully promote children's already good literacy skills during story times, as she does not point to the words in the book when she is reading, fostering children's understanding that print carries meaning.

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.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- 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 and children spoken to on the day.

Inspector

Linda Yates

Full report

Information about the setting

The childminder was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her daughter, who is her co-childminder, her son-in-law and two grandchildren in Great Barr, Birmingham. The whole of the ground floor is used for childminding. There is an enclosed garden available for outside play. The family has a pet dog. The childminder attends local toddler groups and activities at the local children's centre. She visits the shops and parks on a regular basis and collects children from the local school and pre-school. There are currently eight children on roll, six 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 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2.

What the setting needs to do to improve further

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

- promote children's rapid progress in acquiring communication and language skills, for example, by providing a running commentary for young children during everyday tasks
- focus more precisely on helping children to understand print, by drawing their attention to letters and words while reading books together, thereby promoting children's rapid progress in acquiring literacy skills.

Inspection judgements

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

The childminder's qualification has given her a good understanding of how children learn and develop. As a result, assessment of children's stage of development is accurate and is used to inform future learning experiences which match children's individual needs. The childminder has a thorough understanding of the qualities of an enabling environment. As a result, she provides stimulating resources and developmentally appropriate learning opportunities that cover the seven areas of learning and offer children effective challenge. Children explore their own ideas and select and use toys and resources independently, such as playing cricket outside. Teaching is good as the childminder participates in children's play and encourages their initiatives and choices. The childminder looks for opportunities to gently challenge children by encouraging them to learn new skills. For example, she throws the ball to each child as they hold the cricket bat and says 'ready, steady, go'. This motivates the children, helps to develop their speech and promotes their physical development. Each child is praised for their attempts, thereby developing their

self-confidence. The childminder models how to use the bat and hits the balls the children throw to her. Children rejoice in their own success and throw their arms in the air with excitement at each throw. The childminder weaves in mathematics as she counts how many balls have been thrown. She uses a range of developmentally appropriate teaching strategies to encourage communication development. For example, she uses open questions that require children to give fuller answers and draw on a wider range of vocabulary. The childminder provides rich and stimulating resources for children's reading. Children's literacy skills are promoted as she encourages children to respond to pictures in the book and make connections with real life experiences. However, the childminder does not always draw children's attention to the letters and words in the books they are reading together. This limits opportunities for children to understand that print carries meaning. Children explore different materials as they are encouraged to respond to different textures in the books. Open-ended materials are provided to promote creativity and critical thinking. For example, children investigate and explore the malleable dough. This also builds strength in the tiny hand muscles and tendons, making them stronger and ready to manage pencil and scissor control later on. Children's understanding of technology is developing as they explore a range of programmable toys that play tunes when they press different buttons. Consequently, children are supported effectively to make good progress in their learning and development, which effectively promotes their school readiness.

The childminder takes children on a range of outings, which supports their current and ever-changing interests and promotes all areas of their learning. This includes visits to the local library, helping to inspire a love of reading that will give children a good start in life. Additionally, children have visited the 'Animal man'. This is a hands-on experience where children explore animals, such as snakes, frogs and lizards, thereby promoting their understanding of the natural world. The childminder takes the children to the weekly childminder drop-in session. Children learn to socialise, share, take turns and develop friendships. This supports children's personal social and emotional development. Consequently, children demonstrate the characteristics of effective learners throughout the day.

Parents complete an 'I Can' form on admission to the setting, which records their child's communication, emotional and physical development. This, along with observation and verbal discussion with parents, helps the childminder identify where children are in their developmental pathway. Thorough progress checks for children between the ages of two and three years are completed for all children at the appropriate time, in order to identify the child's strengths and any areas that may need additional support. 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 is doing and how they can support their child's learning at home. The 'travelling bear adventure book' keeps the childminder informed of the learning and experiences the children participate in at home. Each weekend the bear goes home with a child and the family write or add photographs in the adventure book.

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

There is a relaxed and happy atmosphere within the setting. Children forge trusting and caring relationships with the childminder, thereby promoting a sense of emotional security. Through effective settling-in arrangements, the childminder is able to obtain useful information from parents about their child's care routine. This enables her to meet children's individual needs and ensures that the transition from home to the setting is as smooth as possible for each child. The childminder is a positive role model who puts the children's needs and interests first and is approachable and friendly. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, the children do not run around indoors and know that they are expected to take turns and share. The childminder uses the whole of the ground floor for childminding. There is a separate playroom, with a child-sized table and chairs and a good range of labelled accessible toys and resources to meet the needs of the children. Children access a range of positive images and resources, such as books and role play resources that reflect the wider multi-cultural community, including those with diverse physical characteristics, such as disabilities. As a result, children have opportunities to increase their appreciation of individual differences.

Personal hygiene routines are consistently practised. For example, children wash their hands before eating and the childminder uses a changing mat when she changes children's nappies. However, the childminder does not always make the best use of everyday tasks, such as nappy changing routines to promote children's learning. This is because she does not always provide a running commentary for young children about what she is doing. As a result, children are hindered from fully expanding their vocabulary. Snacks provided for the children are nutritious and consist of a range of different fruits. Nutritious meals 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 their senses while feeding themselves. The childminder discusses children's likes and dislikes, which helps them learn about healthy food and drink. As a result, children's health and well-being is promoted.

The childminder takes the children on regular outings, such as the childminder drop-in sessions, the local library and parks. This helps to develop children's confidence, independence and social skills outside of the childminder's home and therefore helps them prepare for the next stage in their life, such as attending another setting. The childminder supports parents to balance their work and family responsibilities. When requested, the childminder attends the pre-school stay and play induction session with the child, thereby supporting their move into pre-school. The childminder and children walk to and from school every day, providing those in pushchairs with visual stimulation to promote their understanding of the world. Additionally, the school run enables the older children to experience outdoor, daily, energetic play, helping them to learn the benefits of physical exercise. They use the sit-on trucks, channelling the need for continuous legwork and body coordination. Children have good opportunities to risk assess for themselves and experience challenge. Trips to the local parks to use the climbing apparatus also and provide opportunities for children to challenge themselves and take appropriate risks on bigger equipment.

The effectiveness of the leadership and management of the early years

provision

Since the last inspection by Ofsted where the childminder received a number of actions to improve and one subsequent monitoring visit, the childminder has implemented effective changes. This includes implementing a robust mobile phone and camera policy and procedure. As a result, children's safety and welfare is now better promoted. The childminder has a thorough understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and as a result, children are kept safe. There is an up-to-date safeguarding policy and the childminder is aware of the procedure she must follow if she has any concerns that a child is suffering from abuse. As a result, children are fully protected. The childminder has also 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 a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress in their learning. The childminder monitors the educational programme as she uses suitable government guidance to benchmark children's achievements. Any areas of learning which children fall behind with, are quickly identified and set as a focus. The childminder has begun to identify strengths and weaknesses in the setting and has some improvements planned to support children's progress over time, for example, she has booked to attend further training. Since the last inspection, she has successfully met the action that was raised and now ensures that children reflect the characteristics of effective learners and they are now actively involved in their learning during adult-led activities.

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. Regular two-way flow of information is achieved by daily discussions, sharing of children's daily diaries and children's assessment folder. As a result, children's and families needs are identified and met. The childminder has developed links with the local authority workers, to ensure the setting meets all children's care and educational needs.

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. 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	254970
Local authority	Sandwell
Inspection number	968278
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24/03/2014
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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