

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

### This provision is good

- Teaching is good as the childminder has an effective, structured and documented approach to assessing children achievements. Consequently, children's stage of development can be easily determined at a glance and, subsequently, easily shared with parents or other professionals. As a result, children's learning is tailored to ensure they make good progress.
- The childminder demonstrates a secure knowledge of safeguarding issues and has attended training to ensure her knowledge is up to date. Therefore, children's safety and well-being are well promoted.
- Warm and secure relationships are established with the children and, as a result, children have a strong sense of security and belonging.
- The childminder involves parents as partners in the setting. This relationship is based on regular, two-way communication to ensure children's individual needs are met well.

### It is not yet outstanding because

- The childminder is not always fully aware of all new guidance, in order to support and enhance practice and promote children's achievement.
- The childminder does not currently give children starchy food with their healthy snack, however, best practice guidelines promotes this, as starchy food is a good source of energy.

## 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 viewed the 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 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her mother, who is her co-childminder, husband and two children, aged four months and five years, 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 is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- demonstrate a well-documented drive to promote the highest levels of achievement for all children, by reflecting on new guidance in order to support and enhance practice
- enhance children's already good diet, by offering a more balanced choice of snacks that includes carbohydrate foods for additional energy between meals.

## 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. As a result, assessment of children's prior skills on admission to the setting is completed with parents' involvement. This helps to quickly identify where each child is in their development, and enables the childminder to plan appropriate activities to progress their learning. Additionally, regular comprehensive documented assessments of children's progress is undertaken and used to inform future learning experiences, which match children's individual needs. Consequently, children's stage of development can be determined at a glance and easily shared with parents or other professionals. A detailed progress check for children aged between two and three years is completed and shared with parents at the appropriate time. All of this keeps parents informed of their child's progress, and informs them of what their child is doing and how they can support their child's learning at home. Each weekend the travelling bear goes home with a child and their family, for them to write or add photographs in the bear's adventure book. This

keeps the childminder informed of the learning and experiences the children participate in at home.

The childminder provides a stimulating environment that encompasses the seven areas of learning. As a result, children explore and play and follow their own ideas and motivations. The childminder supports children to stretch their limits by introducing experiences or resources that offer children challenge and participating in their play. For example, the children choose to play with footballs outside. The childminder uses a range of developmentally appropriate teaching strategies, to encourage communication development and to promote younger children's understanding of language. She gives a verbal running commentary as she plays with the children, labelling the various resources and discussing the different sizes of the balls. The childminder skilfully uses open questions that require children to give fuller answers and draw on a wider range of vocabulary. The children compare the different sized balls as the childminder introduces the language of size, developing children's understanding of concepts, such as big and small. All of this helps children to understand language and develop their speech. Children play with shape stackers that can be taken on and off the pegs. This helps children to develop their mathematical skills as they categorise objects by their shape and colour. The childminder supports children well, so that they develop skills in readiness for pre-school and school.

Open-ended exploratory experiences are provided to promote creativity and critical thinking. For example, children investigate and explore the home-made play dough that smells of strawberries. This encourages a multi-sensory approach to learning, increasing children's engagement and giving them a greater capacity for learning. The physical skills of dexterity and coordination, needed for writing and drawing, are refined as children roll, poke, and shape their play dough creations. Additionally, they explore a variety of materials as they make sensory bottles and play with lentils and rice, thereby developing their understanding of the world. Children's understanding of technology is developing as children play with programmable toys, exploring the concept of cause and effect. Children enjoy a variety of outings, which support all areas of their learning. This includes visits to the local library, where children can learn to enjoy books and develop their literacy skills. Additionally, children have visited the Animal man. Children have the opportunity to hold animals, such as snakes, frogs and lizards, helping them to understand and appreciate the world around them. Children's personal social and emotional development is supported as they learn to socialise, share and take turns, and develop friendships at the weekly childminder drop-in sessions. As a result, children demonstrate the characteristics of effective learning throughout the day.

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

Children are happy and confident and their relationships with the childminder are very good. Their emotional security is initially well addressed because a good settling-in procedure is implemented, as agreed with parents. The childminder takes appropriate steps to ensure that children are emotionally prepared for their move on to other early years settings and the reception class in school. For example, children socialise with other adults and children at toddler groups and during outings. The childminder supports

parents as they 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 further. Strategies for managing children's behaviour include positive reinforcement, in order to promote their self-esteem.

Children's good health is promoted well because the childminder encourages them to be physically active. They play in a well-planned and stimulating outdoor area throughout the year. Children have opportunities to take appropriate risks and experience physical challenge when they use the climbing apparatus in the local playground. Additionally, children use the sit-on trucks, directing the need for continuous legwork and body coordination, and thoroughly enjoy playing football. Children practice good personal hygiene when they are encouraged to clean their hands before snacks. Currently, children's main meals are provided by parents ensuring each child's individual dietary needs are met. Snacks provided for the children by the childminder are nutritious and consist of a range of different fruits. However, the carbohydrate content of snacks is not always balanced to supplement their energy needs between meals, as recommended by recent government guidelines. Children's likes and dislikes are discussed with them at mealtimes, which helps them learn about healthy food and drink. As a result, children's health and well-being is promoted.

Children enjoy access to a separate playroom, which is bright and welcoming, well organised and clean with a child-size table and chairs. There is a good range of accessible toys and resources to meet the needs of the children. Children's independence is promoted well. For example, they manage their own self-care needs and can select from a good range of accessible and labelled toy boxes. Children learn about keeping themselves safe as they regularly practise the fire drill. Children access a range of positive images of others that reflect the wider multi-cultural community and those with diverse physical characteristics, including disabilities. As a result, children are beginning to learn to respect differences.

### **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, introducing a thorough mobile phone and camera policy and procedure. Additionally, the childminder ensures that younger children are sufficiently challenged in their play and make good progress in their learning. As a result, children's safety and welfare is promoted. The childminder has a good understanding of how to safeguard children. As a result, she has updated her policies and procedures to ensure these are detailed and clear. The childminder knows what to do if she is concerned about a child in her care. As a result, the children are well protected. Detailed risk assessments and daily checklists ensure effective monitoring of the environment. 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. As a result, all safeguarding and welfare requirements of the Early Years Foundation Stage are met.

The childminder demonstrates a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children make good progress in their learning. Her structured, documented approach to assessing children's achievements ensures any gaps in children's learning are quickly identified and set as a focus. The childminder has begun to identify the strengths and weaknesses in the setting and, subsequently, has some improvements planned to support children's progress over time. For example, she plans to introduce written weekly planning for the setting, with children's individual targets set within it. Since the last inspection, the childminder has successfully met the recommendation that was raised. However, she has not yet fully reflected on new guidance, in order to support and enhance practice and promote the best possible outcomes for all children. While the childminder does not currently have children with special educational needs and/or disabilities on roll, she is not yet familiar with the recently revised guidance for this aspect of practice.

The childminder develops strong partnerships with parents from the outset. Parents continually receive detailed information about their child's progress. They are informed about how the setting operates, as the childminder's policies are available for parents to view. Daily discussions, sharing of children's daily diaries and children's assessment folders ensure information is regularly shared with parents. As a result, children and families' needs are identified and met. The childminder regularly attends the local childminder drop-in sessions at the local children centre. This is an opportunity to link with other childminders and the local authority worker to receive details of professional development opportunities, advice and information about the Early Years Foundation Stage.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY409884
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	968284
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24/03/2014
<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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