

Inspection date	16/09/2014
Previous inspection date	18/06/2010

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 provides an exciting range of challenging activities for children. Her effective teaching means that they make very good progress across all areas of learning.
- There are strong partnerships with parents, who are involved in their children's learning and share daily information about their children. This means the changing needs of all children are met very effectively so they are emotionally secure.
- The childminder has a very thorough understanding of child protection and safeguarding. She implements effective policies and procedures at all times, which means children are safe in her care.
- Children are learning to be independent and gain good self-esteem as the childminder praises them for their achievements and behaviour, which is very good indeed. Children's health and well-being is given high priority by the childminder.
- The childminder carries out effective self-evaluation and monitoring of her provision and works closely with her assistant. She keeps up to date with current practice and shares ideas with other early years practitioners.

It is not yet outstanding because

- There are even further opportunities for the childminder to extend her already good knowledge of how children play and learn in order to enhance children's learning even further.

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 the children engaged in a range of learning activities, play and daily care routines with the childminder.
- The inspector looked at children's assessment records, planning and a range of other documentation, including evidence of the childminder's suitability and qualifications.
- The inspector looked at and discussed the childminder's self-evaluation process and improvement plans.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector took account of the views of parents and carers and children, including recent letters from parents containing their comments on the provision.

Inspector

Catherine Sharkey

Full report

Information about the setting

The childminder was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works with an assistant. She lives with her husband and two children aged 12 and 13 in Great Barr, Birmingham. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and a week at Christmas. She uses the whole of the ground floor and a first floor bathroom for childminding. There is an enclosed garden for outdoor play. The childminder attends local playgroups, visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There are currently nine children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder supports children with special educational needs and/or disabilities and 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:

- enhance knowledge and understanding of how individual children learn through play in order to plan even more effectively for children's individual learning styles.

Inspection judgements

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

The childminder has a thorough knowledge of how children play and learn, which means she plans exciting learning opportunities in which children are engaged and interested. She obtains detailed information from parents about what children know and can do and about their interests. This information, alongside her own observations and assessments of children, provides her with clear starting points from which to plan the next steps in each child's learning. This means they all make good progress. She works closely with an assistant to plan activities and monitor children's progress. Parents are very well informed about children's progress, as the childminder speaks to them each day about their progress and the activities they take part in. She encourages them to support children at home, so that they work together in helping children to achieve the next steps in their learning. The childminder records detailed observations of children so that she can assess their levels of progress in order to identify and address any gaps in learning. She plans individual, guided sessions for children each week so that she can focus on what they need to do next for each area of learning. However, there are further opportunities for the childminder to find out more about children's individual learning styles to plan even more effectively for each child. She has made good use of the progress check completed for children aged between two and three years and has shared this with parents. Further supporting a collaborative approach to children's learning.

Young children are very imaginative and really enjoy exploring the texture of the soil as they pretend to cook in the mud kitchen in the garden. They spend a long time filling and emptying different containers as they tip soil into a wheelbarrow. They pretend to put cakes in the oven, as they slide a tray of soil into a gap in a table made from pallets. Children pretend to wash up and use a range of real kitchen utensils and colanders to transfer the soil to a sand tray or bowls. The childminder interacts very well with the children and develops their vocabulary and communication skills very effectively. She encourages younger children to repeat words and to extend their sentences. For example, she teaches children to use mathematical and positional language as they pedal a tractor. Children show they understand 'forwards' and 'backwards,' so the childminder introduces the word 'reverse' so children can add this to their vocabulary. She helps them to count and recognise numbers as they look at number charts or count the stairs and steps as they go up them.

Teaching is very good because the childminder knows what children need to do to build on the next steps in their learning. She plans a collage activity so that a younger child can develop their small muscle skills further, as they are making good progress in this area. The child carefully selects feathers and foam shapes and is able to peel the backing paper off without help. The childminder guides children's learning through skilful questioning and challenges. For example, she asks if they can find the right sized and shaped brick to balance on top of two others to form an archway. Children develop their physical skills very well when they play with a large ball in the garden or through the use of climbing and balancing equipment at the park. She takes them on many outings to feed the donkeys or visit her own horses so they learn about nature and living things. Children are very well prepared for nursery and school, as the childminder teaches them to make independent choices and to use early reading and writing and mathematical skills. They enjoy looking at books together and visit the library so they develop a love of stories and know how to find information.

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

Children are emotionally secure, as they form close bonds with the childminder. She shares information each day with parents and children may have as many settling-in sessions as they need. The childminder obtains detailed information from parents about children's needs, routines and preferences so she can meet their needs fully. The childminder is very aware of children's needs and ensures they have plenty of drinks throughout the day. Children are very happy and confident to let the childminder know what they need. There are very good relationships between the children, the childminder and her assistant.

The childminder promotes healthy eating and lifestyles and teaches children about which foods are healthy. She provides them with very healthy meals and snacks, such as fresh fruit, wholemeal bread and brown pasta. Children enjoy their food and manage this well independently. The childminder teaches children to manage their personal care routines and take care of their belongings so they are ready for nursery and school. They learn to take controlled risks with supervision in a range of situations on their many outings. The childminder teaches children how to cross the road safely and they take turns to tell the

other children what they need to do.

Behaviour is very good indeed because the childminder teaches children to share and take turns as they play. Children are kind to each other and thrive in the welcoming, homely environment. Children are emotionally secure in their moves to nursery and school, as the childminder prepares them very well for this. They have stories and discussions about starting at a new setting and information is shared with children's new teachers so their needs continue to be met. The childminder takes children to see their nursery and to meet their teachers. Most children go on to attend the local school nursery with which the childminder has long-established links.

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

Children are safe in the childminder's care, as she has a good understanding of safeguarding and child protection. She implements effective policies and procedures and supervises children very well. She carries out effective risk assessments for the premises and for outings, so that children are safe both on and away from the premises. The childminder helps children to negotiate the garden steps and the stairs as young children are all taken to use the bathroom at the same time, so they are safe. The premises are secure and children are very well supervised at all times. The childminder keeps accurate records so that children's health and safety are well protected. The appropriate suitability checks are in place for all household members and the childminder holds a current paediatric first aid certificate. Regular fire drills are practised with the children and the childminder teaches them about fire safety. This is shared with parents so children are further protected. The childminder and her assistant have both attended recent safeguarding training and know how to identify and report any concerns.

The childminder reflects well on each week's activities to evaluate the effectiveness of her own and her assistant's teaching and its impact on children's progress towards their next steps in learning. She adapts her planning accordingly for the following week so that all children continue to receive challenging and interesting learning experiences. She works very effectively with her assistant to monitor and evaluate all aspects of the provision. The childminder carries out effective self-evaluation with her assistant, which enables her to identify and address areas for improvement. She attends regular training courses and strives for continuous improvement. Parents and children are involved in the evaluation process and parents are well informed about the childminder's policies and procedures.

The childminder receives regular support from a local early years development worker in order to monitor the effectiveness of her provision. They work well together to set targets for improvement, which has a positive impact on children's learning. The childminder takes part in regular discussions and training at the childminder groups she attends with the children. The early years development worker also holds group sessions to strengthen each childminder's knowledge and practice in the Early Years Foundation Stage. The childminder has very well-established links with local nurseries, schools and other childminders, which means she shares ideas and best practice on a regular basis. The

close contact she maintains with the other settings children attend means she complements their learning and protects their well-being.

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	EY293244
Local authority	Walsall
Inspection number	872921
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	9
Number of children on roll	9
Name of provider	
Date of previous inspection	18/06/2010
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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