

Inspection date

01/10/2014

Previous inspection date

25/02/2009

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

- Progress in all areas of learning and development is good because the childminder understands how children learn and uses effective teaching skills, by providing a very good range of appealing and stimulating resources and activities based on children's interests.
- Children form strong and effective attachments, enabling all their care and welfare needs to be met very well.
- Children's good physical health is promoted because the childminder ensures that they enjoy and learn in the outdoor play environment as well as in her home.
- Effective partnership with parents and other professionals means that the childminder recognises and promotes the individuality of children, to meet their needs effectively.
- The childminder has a clear understanding of safeguarding procedures, which means that children are protected from harm.

It is not yet outstanding because

- Opportunities are not always used for children to further develop their interests in reading. For example, supporting children to learn words by making the outdoor environment rich in print, by providing labels and signs on resources and equipment.
- Methods used by the childminder to monitor her practice and that of her assistant, to identify how the high quality of teaching can be further enhanced are still under implementation and are not yet fully robust.

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 spoke to the childminder, her assistant and the children at appropriate times throughout the inspection.
 - The inspector observed several activities in the downstairs rooms and outside.
 - The inspector conducted a joint observation with the childminder.
- The inspector sampled a range of the childminder's documentation including,
- Disclosure and Barring Service checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
 - The inspector acknowledged the written views of parents.

Inspector
Carole Price

Full report

Information about the setting

The childminder was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and children aged 18, 13, 10 and four years in Great Wyrley, Walsall. The childminder is registered to work with an assistant who is also a qualified childminder. The whole of the house is used for childminding. She collects children from the local schools. There are currently 15 children on roll, of whom 10 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 and has gained a level 3 quality assurance scheme accreditation.

What the setting needs to do to improve further

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

- support children's interest in reading further, for example, by supporting them to learn words by making the outdoor environment rich in print, such as providing labels and signs for resources and equipment
- enhance monitoring systems, such as peer observations, in order to evaluate and reflect upon the quality of teaching being delivered.

Inspection judgements

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

Children enjoy both adult and child-led activities helping them to learn and practise their skills. Learning is extended to outings around their community. The childminder extends young children's learning by offering them new experiences linked to their interests. For example, she sits alongside children as they use different materials to collage a large picture of a favourite story character. The childminder uses effective language and questions as she discusses the texture of the different materials and the colours with the children. She encourages children to investigate and explore them whilst using glue and glue sticks independently to stick them onto the paper. This supports children's physical development and demonstrates that they are gaining the skills to become independent learners. The childminder uses praise effectively to build children's self-esteem by recognising their efforts and achievements. Children are encouraged to think creatively as they also consider what other materials they can use for the collage. The childminder also supports early mathematical skills by encouraging children to count quantities and order objects in size from biggest to smallest. Children's early literacy skills are promoted as the childminder offers different mediums, such as sand and flour for children to make marks

and patterns in. She also provides a range of books for children to look at in a designated quiet area, so they can discuss the different stories and share them with their peers. The childminder's effective teaching ensures that children are well prepared for their next stage of learning and readiness for school.

Children are meeting the expected levels of development for their age. They show skills in independent learning and make choices within their play. They show they feel emotionally secure and enjoy the company of the childminder who supports play and learning well. Children are able to move freely between the indoor and outdoor environment and have access to resources for their self-guided play. However, there is scope to improve the outdoor environment by providing signs and labels on resources and equipment to enhance children's learning that print carries meaning, which helps to further develop their literacy skills.

The childminder has a good understanding of child development. She is able to talk confidently about the children and their capabilities. She understands their different natures well. The childminder has an appropriate awareness of the need to complete the progress check for children between the ages of two and three years, and that it is a tool to support early intervention, if required. Furthermore, she liaises with health visitors at appropriate times when carrying out the progress check. There are strong engagements with parents. The childminder is friendly and builds long-term relationships with them. As a result, children stay for long periods and their siblings also attend the setting. Journals and informal discussions help the exchange of information with parents. Parents share their hopes and concerns for their children and are fully involved in helping the childminder prepare for children's learning and welfare needs. The childminder is able to measure children's development from a clear starting point, showing progress across the areas of learning. Assessments provide parents with information on how well their children are doing towards expected targets. It makes suggestions to support children's continuing development at home.

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

The childminder works with parents to ensure children manage the changes between home and the setting. Children demonstrate that they are happy and confident and have formed strong and secure bonds with the childminder. The childminder helps children build skills in social situations. She shows children how to be kind and polite towards each other by being kind and polite to them. Children respond positively and this helps them as they gain skills in understanding the needs of others, as well as sharing and taking turns. Children behave in a way that suggests that they understand how to play safely. They treat resources with respect and help to tidy these away after play. Children understand boundaries set for them with regard to 'house rules' and respond to the childminder's expectations. They build an understanding of others and their differences.

Children are learning to be independent in all that they do. They increasingly develop self-care skills, such as being able to feed themselves and helping to make their own food at lunchtime. Effective hygiene practices are developed through regular hand washing routines. Daily fresh air and exercise are promoted as the childminder makes good use of

the garden and other outside community spaces. Children have access to a range of climbing equipment and push or ride toys to play with in the garden, which encourages children's physical development. Visits to local parks and farms enhance children's understanding of the wider world as they pick fruit and vegetables. The experiences children receive help them to understand how to live healthy lives.

The childminder and her assistant have attended the mandatory paediatric first-aid course. This means that any accidents or minor injuries are dealt with effectively. The childminder's home is safe and secure as she undertakes daily checks and regular risk assessments. Children participate in regular fire drills, which help them to learn about what happens in the event of an emergency. She ensures they have access to resources which are age-appropriate. This enables them to learn how to keep themselves safe and develop skills to underpin their further learning. Overall, the learning environment, both inside and outside, provides children with first-hand experiences to support their learning and development. They grow in confidence and their independence increases, leaving children emotionally prepared for the next stage in learning, in either a childcare setting or school.

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

This inspection was conducted as result of concerns received by Ofsted regarding the safeguarding and supervision of children who attend the setting. The inspector found at the inspection that all children's attendance is recorded and that correct ratios are maintained with the childminder and her assistant caring for the children. Furthermore, children's behaviour is managed in line with the setting's behaviour policy, which means that children are not left unsupervised at any time. The childminder has a sound knowledge and understanding of her roles and responsibilities regarding child protection. She understands her role of reporting any concerns that she may have including the practice of her assistant. Furthermore, she ensures that relevant checks for family members aged 16 years and over are undertaken in line with the statutory requirements. The childminder works very closely with her assistant and children's parents, who are fully informed of the childminder's duty of care to act in a child's best interest at all time with regard to child protection concerns. The childminder is aware of how to keep children safe and how to minimise risks in order to promote children's safety. She regularly reviews all of her policies and procedures along with risk assessments to reflect how she manages situations and makes any changes, which means that children are kept safe.

The childminder has a good understanding of the curriculum. Following her previous inspection, she reflected upon her practice and has developed children's learning files, so they now demonstrate the good progress which all children are making. The childminder helps children make progress in their learning through skilful teaching and first-hand opportunities to practice skills. Overall, assessments are accurate. She provides parents with precise information about children's development, helping them understand and support targets for future learning. Parents comment upon the progress that their child has made and also the milestones that their child has achieved. Furthermore, they comment upon how their child has blossomed and are happy with the different activities

offered.

The childminder works effectively with her assistant as they have regular meetings to improve their own practice and discuss children and their individual needs. They also discuss and evaluate which activities have worked well and review the resources which they offer, in order to improve their service as well as discussing their teaching. However, there is scope to improve the monitoring of practice further by undertaking regular peer observations, so that the high quality of teaching can be enhanced further. The childminder seeks feedback and opinions from parents and children about the service she offers on a regular basis. This means that she is constantly reflecting upon how she can improve outcomes for children. The childminder works with professionals, such as the health visitor and teachers from the local school, whereby, she seeks feedback and advice on the service she offers. She shows aspirations to continue to develop her provision's inclusiveness, meeting the changing needs of the families who use her service. The childminder recognises the importance of smooth transition arrangements for the children's next phase in their learning by establishing links with local schools.

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	504870
Local authority	Staffordshire
Inspection number	990790
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	15
Name of provider	
Date of previous inspection	25/02/2009
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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