

<b>Inspection date</b>	16/10/2014
Previous inspection date	21/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 good quality resources, competently promotes children's independence skills and plans a wide range of stimulating activities to ensure that children's learning is effectively promoted.
- Children are happy and they form strong relationships with the childminder, who has a very warm and caring attitude towards them. They play well together and learn to take turns, share resources and are well behaved.
- The childminder has a very good understanding of her responsibilities to safeguard children and refreshes her knowledge and understanding regularly, to ensure she keeps children safe.
- The childminder works successfully with parents and ensures they consistently receive information to effectively support children's learning and care at home.
- There is an established programme of professional development and this means that the childminder continually enhances her skills to provide good quality learning and care experiences for the children.

### **It is not yet outstanding because**

- The childminder occasionally misses opportunities to extend children's understanding of the reasons for eating healthily, by explaining why they should eat the healthy foods first.

## 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 checked evidence of the suitability and qualifications of persons living and working on the premises.
- The inspector spoke with the childminder and the children during the inspection.
- The inspector looked at documents, including children's development records, policies and procedures and information for parents.
- The inspector observed activities indoors.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and one adult child in the Sutton Coldfield area of Birmingham. The whole of the ground floor and the rear garden are used for childminding. The family has a dog. The childminder attends a toddler group and activities at the local children's centre and the library. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, of whom five are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.45am to 4.45pm, Monday to Thursday, except bank holidays and family holidays. She is 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:

- strengthen the focus on extending children's understanding of healthy eating, by providing clear explanations about the reasons for eating the healthy foods.

## Inspection judgements

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

Children develop well in the care of the childminder, who provides a good range of stimulating activities to promote their learning. She plans for children's learning by observing their preferences when they play and she makes good use of these observations to deliver activities. The childminder consistently ensures children have worthwhile learning experiences that they enjoy. For example, she provides options and children select drawing activities. They choose crayons and make circular marks on paper, demonstrating that they are beginning to develop pre-writing skills. The childminder effectively adapts resources according to children's individual needs. She provides chunky chalk for toddlers and gives generous praise as they make random marks. This means that children's self-esteem and their hand-eye coordination skills are well supported. The childminder effectively steers children's learning as she challenges them to name the colours of crayons. The childminder repeats the names of some colours, thereby reinforcing children's recognition of these and they demonstrate a good awareness by correctly identifying colours, such as orange. There is a good balance between children's play and the adult-led, planned activities. The childminder often joins in with the play and follows the children's lead to effectively support their learning. She provides many opportunities for them to independently explore the contents of storage boxes. This means that she takes good account of their disposition to learn. Therefore, children receive good support to develop the characteristics of effective learning, as they retain concentration and continue with play activities on their own. The childminder plans

effectively to promote all areas of children's development, with a strong focus on the prime areas of learning. As a result, children's language skills are well promoted. She includes frequent outings to the park, where children play on swings and seesaws under her careful supervision. As a result, they learn how use the equipment.

The childminder has a good understanding of how to consistently promote children's learning. The return journey from nursery is a stimulating time when the childminder skilfully makes use of naturally occurring situations, such as the seasonal fall of leaves from the trees. Children learn to recognise the shapes, colour and textures of leaves they collect. The childminder clearly understands how to motivate children and they learn in a meaningful way because she includes counting during this enjoyable activity. As a result, children develop early number skills and learn that counting can be done away from the nursery classroom. There is good continuity between the activities in the nursery and those offered in the care of the childminder. She provides ample opportunities for children to enjoy imaginative role play as pirates. Therefore, children develop their confidence and grow used to expressing their feelings through some types of play that reflect their understanding of the world. The childminder regularly shares information with parents about their children's experiences. She makes time to discuss activities, including those they might want to try at home. For instance, she discusses the range of materials that she uses to promote messy play, so that children's sensory skills are well developed. Parents record their comments on the assessment records and they have a clear awareness of the observations carried out by the childminder. She consistently shares information about children's achievements, such as the progress check for children aged between two and three years. The childminder explores, through regular discussions with parents, how they can work together to promote children's further learning.

The dedicated playroom benefits from lots of natural light and it is welcoming due to the colourful range of equipment, furniture and resources available. Children rest on the large sofa when they feel the need for quiet time and comfortable floor cushions combine to form an inviting environment. The highly-organised childminder ensures that toys are stored at a low level where children can easily reach them. She knows the children well and provides a wide range of good quality toys to enhance their play opportunities. The childminder has a clear understanding of children's interests and what they do because she finds out this information from parents when children first start in the setting. Consequently, she clearly understands how to meet children's needs. She effectively promotes their independence skills through routines and play opportunities. As a result, children demonstrate a good understanding of routine procedures when they spontaneously tidy toys away after play.

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

The childminder always allows sufficient time for children to settle in her care. She is keen to help them make a good changeover from home to her setting. She successfully achieves this because she has discussions with parents about how she can best meet their children's individual care needs. She has a warm attitude and she is very experienced at calming children if they are fractious at any time. Children demonstrate, by their response

to her soothing voice, that they feel emotionally secure by snuggling next to her. The childminder ensures children have ample time to grow accustomed to new children who start in the setting. She competently plans for free play, so that children can move around while others are present. As a result, children are very accepting of others who join the setting. Children are well behaved because the childminder is very patient and she gently reminds them to take turns at using resources. Therefore, children learn to share and have regard for others. They are self-assured when they interact with the childminder and they confidently express their preferences. For instance, children explain why they wish to have their water bottles for drinking when they have finished their snacks. The childminder gives due attention to children's safety and effectively uses a harness to ensure children are physically secure when they sit in high chairs or sleep in a pushchair. Similarly, when the childminder takes children to playgroup she effectively supervises them and this means that their well-being is strongly promoted. Children clearly learn to mix with others at these venues away from the childminder's setting. As a result, they gain good social skills and are emotionally well prepared before they move to other settings, such as nursery.

Children's good health is effectively promoted because the childminder provides many opportunities for children to gain an awareness of healthy lifestyles. When she walks with children through the park, she talks about the good reasons for walking and how they keep fit. The childminder agrees with parents the contents of lunch boxes, which are healthy with fruits, vegetables and balanced, light meals. The childminder always ensures children choose the healthy options first before eating foods that are included as treats. However, she occasionally misses opportunities to extend children's awareness of the reasons for eating these healthy foods. Children drink frequently during the course of the day and they readily help themselves to their bottles or drink, with assistance from the childminder. Children are continually learning because the childminder makes use of routine procedures to develop their understanding of the world around them. For instance, children learn about road safety when they walk from nursery and this means that they learn to assess risks with good guidance from the childminder. As a result, children learn how to maintain their personal safety. The childminder provides a warm, nurturing atmosphere, in which children are happy. This means they are effectively supported to develop a positive disposition to learn and play.

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

There are effective procedures in place to safeguard children because the childminder has clear policies to protect children. She has a wide range of documentation, including a flow-chart, which sets out the steps to be taken if she has concerns about children in her care. The conscientious childminder effectively promotes children's well-being at all times. She has discussed with all adults living on the premises the procedures to be followed to ensure children are consistently protected and kept safe. The childminder regularly refreshes her training in safeguarding and this means she keeps abreast of changes in procedures, as set out by the Local Safeguarding Children Board. All records required for the smooth running of the setting are in place. These include the records of the vetting,

undertaken for all adults living and working on the premises. Risk assessments are in place for the premises and the childminder carries out visual checks of venues, such as the library, when she attends with the children. The childminder is keen to maintain her professional development. She has successfully undertaken a recognised childcare course to enhance her knowledge of children's care and development. As a result, she delivers good quality teaching, which is underpinned by her secure understanding of how children learn. The childminder reviews activities and adapts these to children's individual needs.

Since the last inspection the childminder has made many changes in her setting. In particular, she has more effective systems in place to obtain all required information about children. This means that she offers care according to the procedures agreed with parents. She maintains a daily, two-way flow of conversation with parents and keeps them informed of their children's achievement. There is consistent communication with parents, who are pleased with the care children receive. Their written feedback is very positive and includes specific comments about children's development, such as the increase in their social skills. The childminder provides a wide range of information about her service, including activities to promote children's learning and their dietary needs. All parents read copies of policies and they are clear about the guidance relating to the contents of lunch boxes. The childminder works well with other professionals, including local authority staff who visit and give clear guidance on aspects of the setting that can be improved. The committed childminder carries out these suggestions, such as the review of her policies to ensure information is up to date. She regularly meets with other childminders and they jointly plan and deliver outside play activities that enhance children's physical play and development. There is good liaison with other early years providers that some children attend. The childminder consistently shares information about children's development and this means that they receive the individual support they need to promote their learning.

### **The Childcare Register**

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

## 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>	EY368084
<b>Local authority</b>	Walsall
<b>Inspection number</b>	873701
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21/10/2008
<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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