

Inspection date

06/11/2014

Previous inspection date

16/04/2009

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

- The childminder knows how to safeguard children and promote children's good health. She knows the different types of abuse and associated symptoms and what action to take if she has a concern about a child in her care. She conducts risk assessments to minimise potential hazards. As a result, children's safety and welfare are promoted well.
- The childminder provides a wide range of stimulating activities which capture children's interests and so, children are motivated to learn. This, along with the good quality teaching practice, means that children make good progress in their learning.
- Children have strong attachments to the childminder who is attentive to their needs. As a result, children explore the environment confidently as their emotional well-being is well supported.
- The childminder has developed effective partnerships with parents. This benefits children as their care and learning experiences are personalised so that their individual needs are fully met.
- The childminder monitors and evaluates her setting to ensure her practice is constantly evolving and improving, which enhances children's experiences over time.

It is not yet outstanding because

- The childminder has not fully developed a system to consistently exchange information on children's next steps with other settings that children attend to enhance continuity of learning between settings.

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 compulsory part 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 at appropriate times throughout the inspection and examined policies and procedures, including safeguarding and outings.
- The inspector observed the childminder engage in a range of learning activities, play and daily care routines with the children.
- The inspector took into account the views of parents from written information provided by the childminder.
- The inspector looked at children's assessment records, including planning information and children's development folders and discussed these with the childminder.
- The inspector checked evidence of the suitability of the childminder and other adults in the household, her qualifications and self-evaluation.
- The inspector carried out a joint observation with the childminder.

Inspector

Karen Laycock

Full report

Information about the setting

The childminder was registered in 1986 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her adult child. The playroom, garden and downstairs toilet are used for childminding. The family has two dogs. The childminder collects children from the local schools. There are currently three children on roll, all of whom are in the early years range and they attend for a variety of sessions. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- make better use of opportunities to share information with other settings children attend, in order to provide an even more cohesive approach to children's care and learning.

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 child development. She is fully aware of her role and responsibilities to meet the learning and development requirements. As a result, she has a thorough understanding of how children learn and demonstrates good teaching skills. She works closely with parents from the start of the placement to support children's learning. She gathers information from parents about what children can do and are interested in. The childminder combines this with initial observations to identify children's starting points. Children learn through stimulating activities that support each child's interests and learning preferences. The childminder is constantly attuned to the needs of the children. When children lose interest in an activity she offers an alternative or asks the children what they would like to do next. Consequently, children are provided with a good balance of adult-led and child-initiated activities that promotes their learning in all areas of the Early Years Foundation Stage. The childminder shares information with parents about their child's achievements by the use of a 'learning journey' folder. She observes the children, takes photographs and makes informative notes which she includes in the children's folders. The childminder monitors children's progress to help her to identify any gaps in children's learning. The childminder completes the required progress checks for children between the ages of two and three years and provides a written summary to parents. She understands the importance of children meeting their expected levels of attainment in the prime areas of learning. As a result, children make good progress in their learning and development. The environment enables children, including babies, to initiate their own play as they select their own resources from a variety of easily accessible toys. The childminder encourages critical thinking and problem solving from an early age.

For instance, she asks the children to find the tractors which link to a favourite story. As they search for the tractors she refers them back to the characters in the book. The children search with enthusiasm and purpose and after a few minutes they find the tractors they want. They jump up and down with big smiles as they celebrate their success. The childminder is aware of how such 'teaching' motivates and challenges children as they investigate and explore in order to experience success.

The childminder helps children learn a variety of skills that prepare them well for the next stage of learning and for school. She skilfully fosters their communication skills as she listens to children attentively and asks questions to extend conversations. For example, during child-initiated role play the childminder prompts children to recall their own experiences which helps to promote their thinking skills. Children learn to listen and develop their communication and language skills as they extend their vocabulary and learn from each other. The childminder effectively develops babies' communication skills because she constantly comments on what they are doing and repeats their babbles. This reinforces that their vocalisations are important and convey meaning, so they increasingly experiment with sounds. The childminder encourages children's interest in books successfully as she ensures a good selection is available for them to choose from. She shares their favourite stories with them on a daily basis to ensure that they see words in print. This promotes their early literacy skills. The childminder makes good use of daily routines and activities to promote children's understanding of number. She encourages children to work out how many plates and cups they need to at mealtimes. She introduces mathematical language as she encourages the children to find the 'big' and 'little' items. She promotes their early writing and small physical skills by suggesting they write a shopping list before they go to the role-play shop. Children are keen to match the different fruits they have at snack time to a picture chart on the wall. The childminder encourages the children to discuss the size and shape of their fruit.

Teaching is good because the childminder demonstrates a secure understanding of how children learn through play. The childminder plans a wide range of exciting and challenging experiences, taking into account their individual interests. For example, she encourages children to talk about family events and links the activity to this. This means that the children are motivated learners, keen to be engaged in the activities. There is a good selection of toys with buttons, flaps and simple mechanisms to enable young children and babies to begin to understand simple technology and learn to operate them. Children have good opportunities to promote their physical skills. For example, outdoors the children use their whole bodies as they play ball games cooperatively. Children are encouraged to learn to share toys and play together in preparation for the later move on to nursery and school. As a result, children make good progress in their personal and social development skills. Children demonstrate that they are confident and are developing the skills and attributes they need to be ready for school. For example, they demonstrate listening skills and learn to follow instructions as they help to tidy away the toys.

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

Children are very happy and settled in the childminder's care. This is because she takes time to work with parents to get to know the children and their routines. In addition, she

invites children for flexible settling-in sessions to help children to become familiar with the childminder and her family. This helps to support a smooth transition from the children's home into the childminder's care. The childminder obtains useful information about the children. For example, initial details about care routines and likes and dislikes are shared through completion of several documents. This means children's needs are well met from the outset.

Children readily go to the childminder for cuddles and reassurance. As a result, their emotional well-being is effectively supported. The childminder shows a genuine interest in what the children do and say. Children welcome her interaction and she spends time joining in with their spontaneous play. Children's self-esteem and confidence is continually nurtured through the praise and encouragement they receive. Children's work and photographs of the children showing the skills they have used are displayed which supports their sense of belonging in the setting. Children enjoy playing with the many resources available and move confidently around the childminder's setting. The childminder is a good role model, treating the children with kindness, politeness and respect. Children take turns playing with toys and play alongside each other cooperatively. The childminder teaches children to be considerate to the needs of others and effectively models how to include younger children in their play. The childminder uses clear and age-appropriate boundaries for managing children's behaviour. This helps them develop an understanding of acceptable behaviour, such as the importance of sharing and having good manners. As a result, children are well behaved. The childminder collects older children from local schools and uses this opportunity to discuss with younger children their future learning. This means that children are emotionally prepared for their next stage in learning. This, along with the childminder helping to develop their literacy and numeracy skills, prepares the children for their move on to school when the time comes.

Healthy lifestyles are promoted as the childminder encourages the children to eat a healthy diet and try different foods. Children bring their own healthy lunch packs and the childminder provides snacks that are freshly prepared and include a variety of fruits and vegetables. The childminder supports children well to develop the confidence, independence and skills they need as they move onto the next stage in their learning at nursery or school. This is done through everyday routines, such as encouraging children to dress themselves, manage their own toileting needs and on trips to local toddler groups where children are able to socialise with their peers. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. Consequently, the children are developing a secure understanding of the importance of healthy lifestyles. The childminder is vigilant about children's safety and supervises them well at all times. She supports children to learn to manage risk and keep themselves safe. For example, she teaches them how to cross the road during outings and to sit on the small chairs correctly so that they do not fall. The childminder encourages children to help tidy away toys so that they understand how to keep their environment safe and tidy. The childminder enables children to learn to take safe risks under her close supervision, such as when accessing more challenging equipment in the local park. Children learn why they cannot eat food that is out of date and how they need to wash between their fingers to remove any germs. As a result, children learn about adopting good hygiene routines. Systems are

in place for parents to share information with the childminder about any health or dietary issues the children may have and there are thorough records maintained for accidents and any medication administered.

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

The childminder has a good knowledge of the welfare and learning and development requirements. These are successfully met to help ensure that children learn and develop well and are kept healthy and safe. The childminder fully understands her responsibility to safeguard children. She has clear policies in place which she shares with parents from the start of any care arrangements. The childminder has attended safeguarding training to strengthen her knowledge and ensure her practice is current. In addition, she is confident about the action she would take if she had a concern about a child in her care. The childminder has carefully considered the safe use of mobile telephones and cameras and this is included in her policy. All adults living and working in the setting have undergone relevant suitability checks, which ensures that children are cared for by suitable people. Children are kept safe inside and outdoors because effective risk assessments are carried out for her setting and for all outings to ensure that any possible hazards are minimised.

The childminder uses her thorough knowledge of the learning and development requirements to monitor children's progress and the educational programmes effectively. She uses observations of children's learning well to assess the children's abilities. This, together with the childminder's good quality teaching, means that all children are making good progress towards the next stage of their learning. Children are offered a wide variety of challenging and stimulating activities appropriate to their needs and interests. This supports them to make progress in all areas of learning. The childminder provide parents with documentation regularly detailing their child's next steps in learning and the progress their child has made towards these. She successfully engages all parents in their children's learning and they contribute regularly to their children's learning journals. However, the childminder does not fully harness opportunities to share information with other settings children attend, in order to provide an even more cohesive approach to children's care and learning. This shared knowledge can be used to plan together a cohesive approach to moving children forward in their learning.

The childminder is professional and organised. She has good relationships with other childminders in her area and acts upon advice from the local authority advisory team and external agencies, which helps to enhance her knowledge and skills. She reflects upon the care and learning she provides and demonstrates a strong drive for continuous improvement. The childminder has identified that she would like to give the children more experiences outside of the setting. As a result, she has reorganised her schedule to support her in developing the children's understanding about the wider community in which they live in. The childminder uses effective methods to gather the views of parents and children about the service she provides. She uses this information for her professional continuous development. Comments from parents include 'without her services I would

think twice about going to work' and 'my child gets excited when coming, it's so easy to leave'.

The Childcare Register

The requirements for the compulsory 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	255038
Local authority	Sandwell
Inspection number	871561
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16/04/2009
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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Piccadilly Gate
Store St
Manchester
M1 2WD

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