

<b>Inspection date</b>	06/11/2014
Previous inspection date	15/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

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

### **This provision requires improvement**

- The childminder has a sound knowledge and understanding of how to promote children's safety and welfare. This means that children are effectively safeguarded.
- Partnerships with parents and local schools are well established and positively promote children's future learning, such as their move to school.
- Children are making secure attachments with the childminder. There is warm interaction between the childminder and children, which promotes their emotional well-being.

### **It is not yet good because**

- Teaching requires improvement as the childminder does not always provide children with consistently challenging activities that are fully matched to their learning needs.
- Monitoring of children's progress is not consistently thorough across all areas of learning. This means that progress is, therefore, difficult to measure across all seven areas of learning and gaps may not be identified and addressed.

## 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, the assistants and the children at appropriate times throughout the inspection.
  - The inspector observed several activities in the playroom and outside.
  - The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of the childminder's documentation, including
- Disclosure and Barring Services checks, qualifications, safeguarding policies and procedures, risk assessments and children's learning records.
  - The inspector acknowledged how the childminder works in partnership with parents and viewed several parent questionnaires.

**Inspector**  
Carole Price

## Full report

### Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, their two children aged five years and the childminder's two adult siblings in Oldbury, West Midlands. The childminder works with two assistants. The whole of the ground floor is used for childminding and there is an enclosed garden available for outdoor play. The childminder attends toddler groups and activities at the local library and children's centre. She visits the local shops and parks on a regular basis. The childminder takes children to, and collects them from the local schools and other early years settings. There are currently 11 children on roll, nine of whom are in the early years age range. Children attend for a variety of sessions. The childminding provision operates all year round, from 7.15am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She supports children who speak English as an additional language. The childminder is a member of the Professional Association for Childcare and Early Years. The childminder receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the quality of teaching by conducting regular peer observations in order to review and assess the effectiveness of adults' interaction with children
- implement a rigorous system to track children's progress across all seven areas of learning in order that their progress can be accurately measured, so that any interventions can be identified and addressed.

## Inspection judgements

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

The quality of teaching, although effective at times, requires improvement. The childminder demonstrates an appropriate knowledge and understanding of the Early Years Foundation Stage. However, some of the activities planned lack a good level of challenge. For example, she discusses with the children that they are going to plant bulbs in the garden. Children's enthusiasm and excitement dissipates after a short period of time as they become disinterested. The childminder does not engage children with discussions about what they are doing, or use any open-ended questions to promote their thinking skills. Furthermore, she does not use the activity to promote mathematical skills in any way, such as discussing shape or size. Children are, however, provided with a wide range of resources within the indoor environment particularly, which allows them to begin to make some independent choices about their play. Children enjoy looking at books and

sharing stories. This helps to promote children's early literacy skills. They participate in activities, such as painting and printing, where they are encouraged to use their creative skills as they use and mix different coloured paint. The childminder uses outings to enhance children's social skills. For example, children visit local children's centres and toddler groups where they participate in a range of activities. This means that children develop the basic skills and attributes to prepare them for their future learning, such as moving on to school.

The systems in place to assess children's development require improvement. The childminder carries out regular observations of children and links these to the seven areas of learning. She gathers information from parents about children's interests and what they can already do during their admission visits. The childminder uses the information and knowledge that she obtains from observing children's play to plan next steps for their learning. However, she has yet to implement a system whereby progress is monitored consistently and thoroughly for all seven areas of learning, in order that any gaps in children's learning are identified and addressed with appropriate interventions. This means that, on the whole, most children make satisfactory progress in their learning and development. Children are generally seen to be working within their typical range of development expected for their age. The progress check for children between the ages of two and three years is completed and shared with parents. The childminder seeks help from outside professionals to support children who speak English as an additional language. She has recently introduced story bags for children to take home as well as other resources, such as dual-language books.

The childminder has established effective links with local schools, which means that children move to their next stage of learning with confidence. The childminder recognises the value of working in partnership with parents. She provides parents with verbal daily feedback about children's activities and routines, as well as recording information in communication diaries. Parents are encouraged to view their children's learning files and provide feedback in these. This effective form of communication ensures that children's needs are met as they are provided with continuity of care. As a result, parents are kept well informed of their children's learning and development.

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

The childminder's settling-in procedures are appropriate, as they enable her to engage with parents, to find out about children's needs. Positive interaction shows that children are making secure emotional attachments with the childminder and her assistants. Children are happy and contented in the childminder's care as she gives them time and attention. They are safe and secure as the childminder is responsive to their needs. Parents comment that their children really enjoy their time with the childminder and are cared for very well by her. As a result, children are emotionally secure. The childminder implements effective safety measures in the home to enable children to enjoy the space and resources and learn about risk. These safety measures include ensuring the play equipment is suitable for its purpose. The childminder supervises children appropriately and conducts checks on the home to minimise children's access to any potential hazards. This contributes to children's well-being and helps to ensure that children are safe.

The childminder's home is generally well-resourced and, overall, there is a range of easily accessible toys and equipment across most areas of learning. This enables children with different learning styles to enjoy learning and this supports equality well for children. Resources available inside are, on the whole, accessible to children so they are able to confidently explore their surroundings. They enjoy finding out what they can do. Children behave well and are responsive to the childminder's positive language as she encourages them in using phrases, such as 'well done'. This helps to build children's self-esteem and confidence. Children develop social skills as they mix with other children, and this is further promoted through outings to different groups.

The childminder takes some effective steps to develop children's understanding of healthy lifestyles. Children learn about healthy eating practices as they eat an appropriate diet and discuss healthy choices. The childminder provides appropriate foods for mealtimes, such as fruit and vegetables. The childminder makes sure that children enjoy fresh air and exercise each day. Children are encouraged to wash their hands after using the toilet, which helps to promote personal hygiene. The childminder and her assistants also act as role models as they regularly wash and sanitise their hands. The childminder makes a positive contribution to children's readiness for the next steps in their lives, encouraging them to be independent and confident young people. She liaises with teachers at local schools to share information about children's individual needs. This means that there is consistency and continuity of care to support the move between the childminder and the school.

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

The childminder has a suitable knowledge of safeguarding practice overall. The childminder knows what to do if concerns arise about children's well-being, and she is familiar with local child protection safeguarding procedures to help keep children safe. Policies and procedures help ensure that parents understand the duty of the childminder to protect children. Following the last inspection, and a subsequent monitoring visit, the childminder has implemented a mobile phone and camera policy to further promote children's safety. All adults working with children have an appropriate first-aid qualification, so that they are able to treat any minor injuries effectively. The childminder has also implemented additional procedures when carrying out safety checks around the home to ensure that any potential hazards are minimised. Children are supervised at all times. This enables them to play in safety. Furthermore, the childminder has improved the way she records children's hours of attendance in order that appropriate adult to child ratios are met. She considers staff deployment throughout the day, when taking or collecting children from school, in order that children's safety is not compromised.

The childminder conducts regular appraisals with her assistants to discuss any concerns they may have and also to reflect upon their current practice. However, weaknesses in teaching are not identified clearly enough because the childminder does not focus closely on the impact of teaching on children's learning. As a result, not enough is being done to ensure a consistent approach is used by the assistants to support children's learning and

development. The childminder has a generally satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. Children direct most of their own play with the childminder offering advice and making suggestions. The childminder organises her resources to ensure that children learn to be independent. However, the inspection found that planning and assessment systems to measure progress are not well embedded. Despite this, the childminder demonstrates a willingness to improve her practice. Through ongoing self-evaluation, she is able to identify areas of strength as well as those that she would like to develop further, such as undertaking additional training to develop her knowledge. This means that she is constantly reflecting upon her practice in order to continue to improve outcomes for children. Following the last inspection, and a subsequent monitoring visit, the childminder has addressed all of the actions raised, which further demonstrates her commitment in improving the provision.

The childminder values working in partnership with parents and provides them with suitable information about the early years provision. She encourages parents to become involved with their child's learning and development. Parents comment upon the 'great care' their children receive and that the childminder does a 'fantastic job'. The childminder has formed relationships with local schools so that necessary information can be shared which supports continuity for children. The childminder recognises the importance of working in partnership with other agencies in order to help support children's learning and development.

### **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>	EY436949
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	986435
<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>	9
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15/05/2014
<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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