

## Inspection date

Previous inspection date

03/12/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is effective and children's learning and developmental progression is good because the childminder provides a range of activities in line with children's interests.
- Partnerships with parents, other providers and schools are strong. Systems to support children's move to school are very good. The childminder effectively considers the views of all children and parents who use the childminding service in order to enhance the service she provides.
- The childminder develops strong emotional attachments with the children. Consequently, children feel safe and secure. They behave well and show a high regard for one another.
- The childminder checks all areas of the premises before the children arrive to ensure their safety and well-being at all times. She has a robust awareness about how to protect all children in her care.

### It is not yet outstanding because

- The childminder does not always maximise children's already good communication and language skills through the use of a good range of questioning techniques.
- The childminder does not always seek more detailed information from parents about their children's previous learning to enable her to provide optimal levels of support for all children from the start.

## 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 looked at a range of documents, including attendance registers, risk assessments, self-evaluation records, the childminder's improvement plan and evidence of suitability.
- The inspector observed activities in the indoor play areas and checked other indoor areas used by the children.
- The inspector conducted a joint observation with the childminder and held meetings with the childminder at various times throughout the inspection.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

## Inspector

Mary Henderson

## 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 and three children in a house in Rowley Regis, West Midlands. The whole of the ground floor and the first floor bathroom are used for childminding. The family has two dogs and a cat as pets. The childminder attends a toddler group and takes children to the local park each day. She collects children from the local schools and pre-schools. There are currently two children on roll, both of whom are in the early years age group and they attend for a variety of sessions. The childminder operates all year round from 7am to 5.30pm, 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:

- enhance opportunities for children to further extend their already good communication and language skills, for example, by extending the use of more challenging open-questions, particularly during their adult-guided play times
- increase the already good information gathered about children on entry to the setting, so that the planning for their progress is sharply focused and rapid from the start.

## Inspection judgements

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

Children are supported well with their learning and developmental progression over time. This is because the childminder has a good awareness of the Early Years Foundation Stage learning and development requirements. The childminder makes sure that there is a good balance between adult-guided and child-initiated play times throughout the day. As a result, children receive good quality teaching that supports their progress towards the early learning goals. For example, during glue and stick activities, the childminder models language as she talks to the children all the time about what they are doing. Additionally, she uses demonstration, showing them different ways of using materials as the children make Christmas trees decorations to take home to their family. During such times, children explore cause and effect as they squeeze the glitter paint and notice that this makes the paint bubble up and drop onto the paper. This supports children's imagination and their exploration of the world around them as well as their small muscle development and hand-eye coordination. However, at times, the questions the childminder poses do not always help to further extend children's vocabulary because they are closed questions which do not encourage children to engage fully in discussion. As a result, children's

communication and language communication is not always exceptionally enhanced. The childminder makes good use of everyday opportunities to support children's counting. For example, she counts the stairs with them as they go up and down to the toilet with her. Additionally, children explore mathematics as they count along when building towers with the blocks. Also, children freely access the table top computer, to explore a range of programmes that encourage their interests in shapes, colours and numbers. This supports their developing interest in mathematics very well and also enhances their interest in information communication and technology. The childminder extends children's learning as they play because she interacts positively with them supporting their 'can do' attitude and skills. Additionally, the childminder makes sure that children can easily access their resources in the designated play areas. This encourages independence and makes sure that children are developing the skills they need for the next phase in their learning, such as the move to school.

Children enjoy a good range of outings to places of interest. For example, they like to visit exotic animals at the zoo, and also domestic and farm animals at the local farm. Here, they talk about life on the farm, the animals and how they live and what the baby animals are called. Other outings enjoyed by the children includes regular visits to the toddler group. Children enjoy mixing with other children, making friends and exploring indoor and outdoor play times. For example, they calculate risks as they climb and balance, and ride on scooters and tricycles as they chase after their friends. Additionally, the childminder takes the children to the local shops where they look at print and labels in the environment. She also takes the children to the local library where they look through and chose books to bring back for story time. This helps to support children's literacy skills and build an awareness of the local community and the world around them.

Children's starting points are identified through discussions with the parents at the time of entry. This helps children to settle in quickly at the setting. However, the information gained does not always include the highest levels of detail about children's previous learning. Consequently, this means the childminder does not always make the maximum use of this opportunity to gain a full picture of children's capabilities from the start. As a result, the childminder is not always able to provide optimal support for learning from the outset. The childminder undertakes regular observations and assesses children's development across all seven areas of their learning. She uses a range of guidance documents to support the identification of clear next steps in their learning. The childminder shares the children's learning journal documents with the parents who are encouraged to add to these. Consequently, this helps the parents to become aware of how activities and outings supports children's development. This also helps parents to continue to support their child's learning in the home environment. Discussions between the childminder and the parents of toddlers, helps to identify the most suitable time to complete the progress check for children between the ages of two and three years. This progress check provides parents with a clear picture about their child's progress. This also helps them to understand and support any areas where additional intervention may be needed. Consequently, this, and the two-way exchange of information, fosters positive partnerships with all parents and makes sure all children's needs are met.

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

The childminder has developed strong emotional attachments with the children in her care. She is affectionate and caring towards them and gets down to their level to interact with them positively. Children show they are happy because they share, take turns with the resources and laugh and giggle with their friends. Consequently, children develop confidence and their personal social and emotional development is fostered. As a result, children show a high regard for one another and the childminder. The childminder further fosters children's positive behaviour because she is a positive role model and she praises children's efforts as they play. Children's sense of belonging to the setting is enhanced because the childminder displays their photographs and examples of their artwork in their play areas. The childminder develops strong relationships with other providers. This helps the children to settle as they move onto their next phase of learning, including their move to school.

Children learn about a healthy lifestyle. The childminder talks to them about food that is or is not so healthy for us, thereby providing consistent messages about a healthy diet. Children make choices from a range of fruits for snacks and have access to drinking water throughout the day. Children know about the importance of washing their hands before eating and after using the toilet because the childminder chats to them about this. The childminder makes sure children have lots of opportunity to be physically active each day. She takes them on daily visits to the park where they can run around in the fresh air and be physically exuberant. During walks, the childminder talks to the children about road safety. She also includes them in the regular emergency evacuation practises. Consequently, children learn how to keep themselves safe.

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

The childminder makes sure that children's safety is a priority within the setting. She has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. All areas are checked by the childminder before the children arrive each day. This ensures that children are kept safe and well throughout the day. Also, the childminder risk assesses all outings to make sure children are safe when taken off the premises. The suitability of all persons within the setting is effectively checked. The childminder has completed safeguarding training. As a result, she knows what to do and who to contact should there be a concern about any child in her care.

The childminder monitors the educational programmes. She reflects on her own practice to make sure her knowledge is fresh. As a result, this has a positive impact on her teaching and, thereby, the children's learning and development. There is a continuing targeted programme for further improvement. This is because the childminder makes sure the self-evaluation process includes the parents and their children on an ongoing basis. The childminder has developed strong partnerships with parents and other providers including the local school. She makes sure there is good two-way exchange of information so that children's care, learning and development is effectively supported and reflects the children's ever changing interests. All policies and procedures about the service provided are kept up-to-date and are accessible to all parents. Information about the Early Years

Foundation Stage is also made available to parents so that they are fully aware of all requirements the childminder needs to meet. Parents speak highly of the childminder and her caring and warm attitude towards their children. Parents also comment on the good range of activities and outings enjoyed by their children.

### **The Childcare Register**

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

<b>Unique reference number</b>	EY420615
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	917254
<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>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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