

Inspection date	4 February 2015
Previous inspection date	13 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder's understanding of the safeguarding and welfare requirements is not fully secure. This is with regard to the number of children that may be cared for at any one time. On this occasion, the breach of requirement has had no significant impact on children's safety and well-being.
- The childminder does not always fully support children's mathematical skills because she does not always create enough opportunities for children to use number labels in a purposeful context.

It has the following strengths

- The childminder works in partnership with parents to complete accurate assessments of children's achievements. She uses this information well to identify and support children's next steps in learning. As a result, children are supported to make good progress in their learning and development.
- The childminder effectively encourages and supports children to make choices and do as much as they can for themselves. Consequently, children develop good levels of independence and confidence, which helps them to get ready for starting school.
- Children benefit from continuity in their care and learning because the childminder develops effective partnerships with parents and other settings children attend.
- The childminder keeps children safe and secure at all times. Children learn about safety, good hygiene skills and healthy eating through daily routines.
- The childminder seeks and responds to parents' and children's views. She attends events to keep herself up-to-date with educational initiatives. She uses this information to evaluate and improve the quality of her practice and the service provided.

What the setting needs to do to improve further

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

- gain a better understanding of the requirements regarding the maximum number of children that may be care for at any one time.

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

- enhance opportunities for children to develop their mathematical skills by creating more ways for children to use number labels in a purposeful context.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation, including suitability checks, policies and procedures.

Inspector

Christine Armstrong

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a range of activities to stimulate and challenge children's learning. These cover the seven areas of learning, and are based on their interests, experiences and abilities. Children become familiar and learn about the nature around them. For example, they experiment by leaving water in trays outdoors to see the effects of the freezing weather. The childminder effectively supports children's communication and language skills. She constantly gets them to think and talk about what they are seeing and doing. As children complete jigsaws, the childminder encourages them to recall and use previous successful strategies, such as joining all the straight edges first. Children's enjoyment in storytelling is stimulated through visits to the local forests to re-create their favourite story. At story time children learn to hear and say the initial sounds in words. They show high levels of confidence as they look at the book and count correctly the items of food the caterpillar has eaten. Children continue this learning independently as they look at and talk about the letters and shapes that are displayed on posters. Children see and learn to use print and picture labels in a purposeful context, such as using the printed labels on toy storage boxes to help them tidy away. However, there are less opportunities for children to see and use number labels in the same purposeful way.

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

The childminder's does not have a secure enough understanding about number of children she may care for at any one time. This means that on occasions the childminder is less able to make sure a good level of focus is given to each child's needs. Nevertheless, children are settled and enjoy taking an active part in daily routines and tasks. They independently get changed into their uniform ready for nursery school, which helps prepare them emotionally for the move to nursery. Nursery school children develop good levels of consideration for younger children and they make strong friendships with their peers. All children are effectively supported to learn to share, take turns and play cooperatively. The childminder understands the value of outdoor play. Children benefit from lots of opportunities to learn and become active outdoors.

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

The childminder does not make sure she cares for the correct number of children at any one time. However, her knowledge of other legal requirements is secure, including how to protect children from harm. She understands the possible signs of abuse and she knows what to do if she was to have a concern about a child in her care. Children are cared for in a safe and secure environment. The childminder works effectively in partnership with parents and other settings to identify and meet children's individual needs. Parents are provided with accurate and detailed information about the good progress their children are making, which helps to supports learning at home.

Setting details

Unique reference number	255745
Local authority	Dudley
Inspection number	871586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	13 March 2009
Telephone number	

The childminder has been registered since 1988. She lives in the Cradley area of Halesowen. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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Piccadilly Gate
Store St
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M1 2WD

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