

Inspection date

27 February 2015

Previous inspection date

17 September 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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 does not always ensure the information gained from observations is consistently used to identify children's next steps in their learning.
- The childminder does not have a consistent approach for involving parents in discussing and planning for their children's next steps in learning.
- Natural and textured resources are not used well enough to support young children in discovering things for themselves and in using all their senses.

It has the following strengths

- The childminder demonstrates sensitivity and warmth towards the children and they form close attachments with her, which promotes their emotional well-being.
- The childminder is clear about the procedures to follow in the event of a safeguarding concern about a child in her care. She uses risks assessments well, in the home and on outings, to keep children safe.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.
- The childminder takes children out in the local area and to activity groups, which develops children's confidence and social skills in readiness for school.

What the setting needs to do to improve further

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

- ensure that information gained from observations and assessments is used consistently to identify relevant next steps in children's learning and to plan challenging and enjoyable activities which promote children's good progress
- improve partnerships with parents to consistently share information about children's learning.

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

- provide children with more opportunities to access natural and textured resources in their play, to enable them to foster their exploration skills and use their senses.

Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector observed a range of play and learning activities in the lounge and children having their snack.
- The inspector looked at a sample of the childminder's planning documents and children's assessment records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the childminder's qualifications and suitability checks. The inspector also looked at medication and accident records and a selection of policies and procedures.
- The inspector talked to the childminder about her plans for improvement.

Inspector

Jacqueline Nation

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The childminder has taken positive steps to improve her knowledge of the learning and development requirements. She has an appropriate understanding of how children learn and children make steady progress in their learning. Observation and assessment has improved and parents now receive a summary of children's progress between the ages of two and three years. Observations are beginning to place a stronger focus on children's individual learning needs. However, the system is not embedded to ensure it is fully effective. The next steps in learning are identified, but not always with enough precision and accuracy. The childminder joins in with children's play asking questions to stimulate their interest and foster their language skills. Younger children use bricks and stacking cups to build a tower and the childminder talks about numbers and counts as they play. The childminder encourages children to explore and investigate how things work. For example, children push buttons on electronic toys to make a sound. However, they do not have opportunities to use their senses fully by exploring natural and textured materials in their play.

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

Children play in a welcoming and secure environment. The childminder knows the children well and is attentive to their individual needs. Play and learning areas are appropriately organised to enable children to develop independence skills and make choices about their play. Children behave well. They are guided by the childminder who uses some simple rules and gentle reminders to help children get along well together. Children learn how to keep themselves safe and understand how to exit the premises in an emergency. They receive praise and encouragement for their achievements. This helps boost their self-esteem. Children's health and well-being is suitably fostered and they wash their hands before eating. They enjoy opportunities to play outdoors, which promotes their physical development and they benefit from being in the fresh air.

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

The childminder has a suitable understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She has worked closely with the local authority early years team and completed training to improve her provision. Observation and assessment has been reviewed and improved. However, these initiatives are not yet fully embedded to ensure children make the best possible progress in their learning. Actions and recommendations from the last inspection have been implemented appropriately to promote children's safety and good health. Partnerships with parents work generally well and they exchange information each day. However, the focus is not always based on children's achievements to enable parents to continue to support children's learning at home. The childminder recognises the importance of working with other providers, agencies and professionals to support children's needs.

Setting details

Unique reference number	EY229953
Local authority	Sandwell
Inspection number	992402
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	17 September 2014
Telephone number	

The childminder was registered in 2002 and lives in Tipton, Dudley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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