

Inspection date	30/09/2013
Previous inspection date	05/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Children independently access well organised resources in a motivating environment. They are valued as unique individuals, and support is offered according to their needs.
- The childminder has good teaching skills and understanding of the revised Early Years Foundation Stage. She plans purposeful play and a good balance of adult-led and child-initiated activities, in order to support children's learning towards the early learning goals.
- Close partnership with parents means the individuality of children, including young babies, is recognised and fostered by the childminder.
- The childminder is committed to improving the quality of education and care through continuous self-evaluation. Consequently, children settle well and are involved in a range of activities which they enjoy.

It is not yet outstanding because

- The childminder occasionally does not fully support children in developing their very good awareness of difference because relevant experiences and play opportunities representing diversity are not always as ample as other activities.

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 observed activities in the main play room.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

The childminder has been registered since 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Perton near Wolverhampton, West Midlands. The whole of the ground floor of the property and two bedrooms on the first floor are used for childminding purposes. There is a fully enclosed rear garden for outdoor play. The childminder has a pet dog.

The childminder currently has six children on roll in the early years age group who attend for a variety of sessions. She also offers cares to children aged over five to 11 years. She takes and collects children to and from local schools and pre-schools and makes use of local facilities, such as, toddler groups, parks, shops and the library.

The childminder holds a level 3 qualification in early years childcare and education. She receives support from her local authority.

What the setting needs to do to improve further

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

- support children's rapidly developing awareness of diversity further through providing appropriate experiences and organising relevant play opportunities on a regular basis.

Inspection judgements

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

The childminder has a secure understanding of implementing the learning and development requirements of the Early Years Foundation Stage framework. She has set up a good system to observe and assess children's play, using their starting points, in order to help her plan activities, which meet their next steps in learning. Children's individual interests, preferences and ages are taken into account in the planning of activities. Children are provided with good play opportunities to help them make progress across all seven areas of learning and development. This ensures that they are well prepared for school when the time comes. Good maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. Consequently, children are contented and confident in stimulating and familiar surroundings. The childminder regularly shares children's learning and development with parents through learning journals, daily diaries and verbal and online communication. She

encourages parents to share what they know about their child and become actively involved in their child's learning.

The childminder interacts with children and young babies in a positive manner, using a lively voice to communicate and sing nursery rhymes, therefore, encouraging their communication skills. She chats continually with babies about what she is doing or what is happening while she is changing their nappies, preparing their bottles or playing with them. They take pleasure in creating and listening to a wide variety of sounds while using electronic toys. Babies happily join in, copying some actions, such as pulling a car backwards. Older children's communication skills are fostered through role play, story and singing sessions, making marks and writing for different purposes, including menus, shopping lists and their own names. There is a good selection of resources to develop children's early technology talents, including learning how to operate a computer, laptop, play station and other electronic toys.

The childminder organises the environment to enable babies and children to be active and improve their abilities in coordination, control and movement. Babies explore the space near them, playing with cars, balls and texture books. The childminder teaches children to develop an understanding of numbers and shapes through daily routines and play. For example, they match and sort shapes and colours, sing number rhymes and count everyday objects in their surroundings. While making cereal cakes, they measure ingredients and count cake cases. A selection of resources and activities are provided to help children explore and develop their creative skills well, for example, hand and brush painting or making collages. Creating and listening to music effectively supports children's talents, along with textual experiences, which include sand, water, natural materials, play dough and rice.

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

The childminder effectively promotes children's personal, social and emotional well-being through interesting opportunities for development. She supports and encourages children to develop in confidence. Therefore, newcomers, including babies, settle in quickly and feel safe and secure. They receive warm and positive attention from the childminder, who spends time talking to and actively playing with them. They clearly enjoy the childminder's company, as her approach to them is calm and affectionate. Babies enjoy cuddles and readily take their bottles or settle down to sleep. They build good relationships and contentedly smile at the childminder. The childminder provides appropriate support to prepare children for transition to other settings through talking, reassuring; reading relevant stories and play opportunities. She meets with the school and nursery staff to share children's development and to discuss any identified gaps in learning, thereby, supporting children well.

The childminder, generally, promotes inclusive practice and values all children as unique individuals, offering support according to their individual needs. However, the play opportunities and activities representing diversity are not as ample as all other activities offered. This means the children are sometimes not fully supported in becoming aware of

differences.

The childminder supports children well in developing an understanding of the importance of physical exercise and a healthy diet. A wide range of resources in the garden help children to develop their physical skills, including climbing, stretching, sliding, balancing and catching. During summer holidays, the childminder arranges trips to a variety of places. Children regularly play at their local park; go for walks to and from school and in the local area. All through the day, plenty of indoor opportunities are provided for babies and older children to enhance their skills of coordination, control, manipulation and movement.

Children develop a good understanding of healthy eating, as they enjoy nourishing options, including the fresh fruits offered to them at snack times. Drinks are readily accessible for all children throughout the session to ensure they are hydrated appropriately. Babies' home routines of sleeping and eating are well adopted to promote their health and the childminder works closely with parents to ensure children's needs are well met. Children know why they need to wash their hands before eating and after using the toilet, as well as after playing outside. The childminder employs effective measures in respect of any pet to ensure hygiene is observed.

Children are happy and confident, as the childminder values their individuality and praises their good behaviour. Her approach is calm and consistent. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from the childminder. She teaches and encourages them to be safety conscious without becoming afraid. For example, they take part in regular fire drills and learn about road safety and stranger danger through themed projects.

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

A robust system to monitor and evaluate practice enables the childminder to identify targets effectively for further improvement. The evaluation of the setting includes listening carefully to the views of children and parents and seeking ongoing support from her local authority. The childminder is pro-active in accessing training to continually improve her knowledge and skills. Consequently, she has a secure knowledge of the revised educational programme. She, therefore, ensures that she provides a broad range of experiences to help children to make good progress towards the early learning goals. She completes regular and precise assessments of children and uses these effectively to plan age-appropriate and challenging activities. She maintains all required documentation and records and makes them readily available for parents and for inspection.

The childminder has a good knowledge and clear understanding of her responsibility to report any concerns to the Local Safeguarding Children Board. She has completed a relevant course to supplement her knowledge. Relevant policies and procedures mean that parents understand the duty of the childminder to protect children. The environment is secure and detailed risk assessments confirm that the childminder carries out checks to

eliminate hazards, both around the home and for proposed outings.

A two-way exchange of information, to share children's profiles and discuss their achievements regularly with parents, ensures that children's needs are met. Parents are encouraged to be involved in their children's learning through daily notebooks. Parents report that they are very happy with the care and education their children receive in a welcoming, safe and relaxed environment. They add that the childminder is friendly but firm with the children and provides a flexible service. The childminder works well in partnership with other professionals. She meets with the local pre-school staff to discuss individual children, in order to fully promote continuity and progression in children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	209623
Local authority	Staffordshire
Inspection number	918852
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	05/08/2009
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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