

Inspection date

05/03/2014

Previous inspection date

25/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The childminder provides a caring and nurturing environment, where children are happy and comfortable. Children build strong attachments and bonds, which promotes their well-being and confidence.
- The childminder is well organised and maintains good documentation to support her practice, which ensures all children are well cared for.
- Teaching is good because the childminder has a good understanding of how to promote children's learning. She has high expectations for their achievements and, as a result, children's progress towards the early learning goals is good.
- The childminder maintains assessment documents for individual children that support her practice. She knows the children well and is able to provide sensitive guidance to enhance children's learning.
- Partnerships with parents and other providers are good and ensure smooth transitions between the childminder, home and other settings.

It is not yet outstanding because

- There is scope to review opportunities for children to imitate words and sounds more clearly to support their ongoing learning and language development.

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 all areas used by children, including the garden.
- The inspector observed the childminder and her assistant during activities with children.
- The inspector spoke to parents, children and the childminding assistant throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the adults working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

Inspector

Julia Galloway

Full report

Information about the setting

The childminder was registered in 2007. She lives with her partner, son aged eight years and daughter aged two years. They live in Willenhall, West Midlands. The property is within walking distance of local amenities, such as schools, shops and parks. The whole of the ground floor of the childminder's house is used for childminding. First floor rooms are not used, except for the bathroom. There is a patio and garden area available for outdoor play. The childminder is registered with Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder has two registered assistants who work directly with children. She is currently minding eight children in the early years age group and four children over five years of age, all of whom attend on varied days. The childminder is able to take and collect children from local schools and nurseries.

What the setting needs to do to improve further

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

- increase opportunities for children to imitate sounds and words clearly, for example, by reviewing the use of comforters.

Inspection judgements

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

The childminder has secure knowledge and understanding of how children learn through their play. She effectively assesses children's progress and plans activities that support them to achieve the next steps in their development. Children make good progress in their learning and development because the childminder places a strong focus on children's individual needs and interests. She is able to demonstrate that she supports all children including those who she has identified as requiring additional support. The childminder has a good understanding of the seven areas of learning and this enables her to effectively observe, assess and monitor children's progress. As a result, she is able to plan effectively to ensure that children make good progress towards early learning goals. This means that they are gaining the skills necessary for their future learning. The childminder is able to identify children who have gaps in their development because assessment is precise. She shares any concerns with parents and seeks support from outside agencies as appropriate. The childminder ensures that children's starting points and interests are well known when children start because she asks parents or carers to complete detailed documents. She also spends time discussing each child's individual needs during settling visits. This provides her with in-depth information, which she uses effectively to help ensure that children's play provides appropriate challenges.

Children listen to the childminder and show interest in what she is teaching them because

she ensures that activities benefit all children. They respond well to her because she speaks clearly and calmly to them. Children show anticipation and excitement when presented with a 'mystery bag' that contains items for children to choose. The children eagerly sit around the childminder, taking turns to pick out their item. The childminder extends children's learning by asking 'what have you got' or 'what sound does that make?' Children respond to her questioning by attempting to say words and make appropriate sounds. On occasions not all children are supported to practise making clear sounds or noises because they have comforters in their mouths. This means that they cannot easily make the required movements with their mouth and as a result, their language is not always clear. However, the childminder encourages the children to copy her when she uses sign language; this increases some children's ability to communicate by practising skills that will support their communication with others. The quality of teaching is good, helped greatly because the childminder and her assistant know the children so well. They skilfully adapt their responses to children depending on their individual needs.

Parents and carers are kept well informed about the activities their children take part in, through the use of daily diaries, displays and a visual time table. Children's records are readily available so that parents and carers can view them and the childminder sends each child's file home on a regular basis. She asks parents and carers to record their views about children's progress on feedback sheets. These systems ensure that there is a two-way flow of information between the childminder, parents and carers. This supports children's on-going learning at home and promotes consistency for children. As a result, all children are making good progress given their starting points and individual needs. The childminder has built good relationships with local schools and early years providers. She regularly collects older children, which means that children become familiar with other environments because they routinely go there. The childminder uses an 'All about my new school' book to prepare children for the transition to school. This contains information that she discusses with children about what will happen when they move. Schools and other providers are provided with copies of all children's assessments and achievements, which ensures that they are well informed about children's development.

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

The childminder knows children and their families well and she builds good relationships with the children so they feel safe. Children clearly show that they see the childminder as a key person in their life and show that they feel comfortable in her home, which is warm and inviting. There is a good range of toys and resources that children can access independently. Children are active in their learning because they have opportunities to choose what they would like to do. There is regular access to an outdoor area and children enjoy planting fruits and vegetables and digging holes in the ground. This supports their increasing understanding of the world around them because they have the opportunity to explore and experiment in the outdoors. This also contributes to a healthy lifestyle because they get regular opportunities to play in the fresh air. The childminder plans experiences that encourage the children to join in with physical activities. They enjoy putting balls into an inflatable elephant's trunk and they then take it in turns to jump on one area, this blows all of the balls out. They quickly gather up the balls so that they can do it again. All children show excitement and interest in this activity and they respond well

to instructions from the childminder to wait their turn. Children's behaviour is good because the childminder is fair and gives clear guidance and boundaries to children. This means that children begin to appreciate each other and to consider others as well as themselves. As a result, even very young children are beginning to play with their peers because they have acquired and understand some of the skills needed, such as to share and take turns. They learn how to keep themselves and others safe as they manage risk carefully. For example, as they use large play equipment, such as the swing, slide and trampoline.

The childminder has good relationships with the parents and families of children who attend. Parents comment that their children really enjoy their time with the childminder and that they are cared for very well by her and her assistants. Parents also report that their children quickly formed a bond with the childminder when they started, which made the settling period easier. As a result, the children are emotionally secure and happy, which supports their emotional well-being. Parents and carers are encouraged to provide healthy meals which are brought in daily from home. The childminder supplements this with healthy food, such as fruit and regular drinks throughout the day. Children can independently help themselves to their water or juice bottles, which means that they have drinks when required. Care practices are good and the childminder ensures that she promotes children's health when changing nappies by cleaning equipment and washing hands between changing each child. This limits opportunities for cross contamination.

The childminder is well organised and maintains good documentation to support her practice, which ensures all children are well cared for. Safety is ensured at all times and the childminder carries out risk assessments on all areas of her home used by children, activities and trips into the local area. The childminder deploys childminding assistants well to ensure that children are well supervised at all times. Accidents are recorded and reported to parents and carers. The childminder and her assistants hold appropriate first aid certificates, which promote the health and safety of children being cared for. The childminder ensures that she has all required documentation if she is asked to administer medication to children. She gives clear guidance to parents about when children should stay at home if they are ill, this limits the spread of germs and promotes good health.

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

The childminder fulfils her responsibility in meeting the requirements of the Early Years Foundation Stage. Children are cared for in a safe and secure environment and, as a result, they are able to learn and develop, preparing them for the next stage in their life. The childminder has a good understanding of her role to effectively safeguard children and to protect them from harm. She has a comprehensive safeguarding policy, which includes how she would deal with any allegation made against her or her assistants. The childminder is clear how she would share and report any concerns that she might have about children and precise record keeping supports this practice. The childminder and her assistants have attended training to help them to identify the possible signs of abuse; this also helps to keep children safe. She has a well ordered, comprehensive set of policies and procedures that she uses effectively to support her practice. This includes obtaining all

necessary information about children prior to starting and recording attendance each day.

The childminder has attended a number of recent training events to ensure that she is able to provide the best possible support and care for the children who attend. This includes recent training in sign language and she is beginning to embed information from this training into daily practice. As a result, children who have a delay in their expressive language skills are beginning to show understanding of, and use basic sign language. The childminder is committed to ensuring that she is able to provide the best possible support and care to all children in her care and has sought advice from outside agencies to enable this to happen. As a result, children are getting the help that they need and families are well supported. The childminder's good knowledge and understanding of the learning and development requirements has resulted in her developing an effective system for recording and monitoring children's progress. She uses information from observations to plan educational programmes that cover all aspects of learning. Consequently, children benefit from good quality teaching. Assistants, therefore, learn very good practice from the childminder to support their ongoing professional development, ensuring that children have consistency from all adults whilst at the setting. This helps children develop good skills for the future.

The childminder is aware of the need to link appropriately with other providers, such as nurseries or schools. She shares information as required with other settings and external agencies to support children's learning and development. The childminder has carried out some self-evaluation that identifies areas for further improvement, in order to continue to improve her provision. All previous recommendations have been fully considered and implemented into daily practice. She regularly seeks the views of parents, carers, children and the assistants to strengthen this process. The childminder ensures that she attends training to update her knowledge and both childminding assistants have obtained an appropriate childcare related level 3 qualifications. This means that all adults working with the children have the relevant skills and experience to do so.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY347604
Local authority	Walsall
Inspection number	878307
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	25/01/2011
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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