

Inspection date	11/09/2012
Previous inspection date	26/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Imaginative activities are planned by the childminder in response to children's interests that are stimulating and fun.
- The childminder establishes positive partnerships with parents to ensure that all children are included and their individual needs are met.
- Children form secure attachments with the childminder who is tuned into and sensitive to their needs. This helps to promote their confidence and well-being.
- The childminder has a sound understanding of safeguarding children. Policies and procedures such as risk assessments are in place which are clearly understood by the childminder so that children are protected from harm.

It is not yet good because

- The childminder is not yet secure in her knowledge across all seven areas of learning to accurately assess and plan children's next steps to fully support their learning and development.
- Children are unable to see and make choices from the full range of resources available limiting opportunities for exploration and to develop their own ideas.
- The childminder has not carried out any formal self-evaluation to accurately assess the quality and impact of the provision in supporting children's learning and 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 spoke with the childminder about her routine and activities with the children.
- The inspector observed activities in the two main areas downstairs.
- The inspector looked at a selection of policies and procedures to include safeguarding, behaviour management, complaints and children's learning journals.

Inspector

Sally Smith

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their two children aged six and four years in Bromsgrove, Worcestershire. The whole of the ground floor and a first floor bathroom and bedroom are used for childminding. There is a fully enclosed garden for outside play. The family has a lizard, two guinea pigs and a dog. The childminder walks or drives to local nurseries, pre-schools and schools to take and collect children.

The childminder has three children on roll. Of these, two are in the early years age group and attend for a variety of sessions. Another child attends occasionally after school. The childminder is open from 7am to 6pm five days a week all year round.

The childminder has completed basic training including first aid and updates her knowledge through other courses such as food safety and hygiene. She regularly takes children for outings into the local community.

What the setting needs to do to improve further

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

- assess each child's progress across all seven areas of learning and development and use the information obtained to plan the next steps for each child.

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

- organise resources and materials in order to provide choice for children so that they can combine and move resources in a variety of different ways to explore and express their ideas
- make effective use of evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

Inspection judgements

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

The childminder has a basic knowledge of the seven areas of learning but provides a range of activities that are based on children's interests, ensuring children are happy and engaged for most of the time. The childminder is aware of what children in her care can do and has a sound understanding of child development to generally support children well and help them make progress from their starting points. Some observations, photographs and evaluations in children's learning journeys reflect this. She recognises the learning opportunities in child and adult-initiated activities and everyday routines. For example, on their journey to school young children count vehicles and steps. On their return, they group and sort cars according to colour and size. The childminder adapts this according to children's level of competence and understanding, starting with one or two and increasing to five and beyond. However, the childminder does not yet have sufficient knowledge of the revised Early Years Foundation Stage learning and development requirements to accurately assess children's learning and effectively plan for their next steps.

Children's early mark making skills are fostered as they draw and paint. They give meaning to the marks they make as they discuss what their picture depicts. Children are

encouraged to develop a keen interest in books, and stories are an everyday feature. They repeat the refrain in well-loved stories and act out scenarios, for example, pretending to use telescopes as they search for the shark in the park. Another favourite story is extended as children hunt bears when they are out and about. Solutions are sought as to how they negotiate boggy ground, working out that they need to go round it so that they do not get dirty and wet. In their guise as super heroes they are presented with tasks in which to work out solutions. For example, a black and white cat is stuck up the tree and a little girl with golden hair has broken baby bear's chair. They consider which super powers, what equipment is required and how they can help to reach a satisfactory solution. Pictorial prompts help younger children with ideas, whilst older children complete an 'incident form'. This promotes children's thinking and problem-solving skills.

People's differences, circumstances and sensitive issues are discussed openly and honestly, often as a result of an observation or question raised by children. Planned activities such as food tasting, celebrations and festivals raise children's awareness of diversity further. All aspects of physical play are enjoyed by the children. They develop their balance and coordination as they complete an obstacle course and compete in their own sports day. They particularly enjoy the 'wellie wanging' event as they see how far they can throw, whilst discussions ensue as to who has thrown the longest and shortest. All children receive a medal for their efforts helping them to feel valued and develop a sense of achievement.

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

The childminder welcomes children into her home and forms secure and trusting relationships with them. Lots of cuddles and being close to young children helps them to feel reassured and develop their confidence. Through regular dialogue with parents and her own observations, the childminder has a clear understanding of children's individual interests and needs. The childminder is aware of the importance of establishing positive links with other practitioners for consistency in children's care and to prepare children for their transitions to other settings and schools.

The childminder is keen to let children take the lead in their play, whilst some well-planned adult-initiated activities, in response to children's interests, helps to extend their learning. She engages children in conversation and listens with interest as they talk about activities undertaken at home. For example, a child talks enthusiastically about his daddy washing his car. The childminder encourages the extension of this when children play outside and spontaneously set up their own 'car wash'. She helps them with the hose-pipe and provides cloths and sponges to extend their enjoyment and fun. This helps children to make connections with their home and real-life experiences.

Clear boundaries and routines are established so that children learn what is expected of them and how to keep themselves safe. They are asked to sit on their chairs properly so that they don't have an accident, and when they attempt to leave the table before they have finished eating they are gently reminded to return to their chairs. The childminder encourages young children to follow her lead as she tidies away the toys. They willingly put dolls and cars in the correct places.

Children learn from an early age about appropriate hygiene procedures. Role play activities promote discussions about visits to the doctor and hospital and how they help people to get better. Children eat healthy foods prepared by the childminder and have access to regular drinks. They are encouraged to feed themselves as soon as they are able, supported by the childminder. Children dress and undress themselves, fastening coats and shoes. All these tasks help to foster children's independence and self-care.

The environment provides space for children to move around freely and spread out with their activities on the floor. Children are able to play with some resources which they can explore in their own time, whilst other resources are stored upstairs. The childminder rotates these so that children have some variety. However, this limits choice and exploration for children as they are unable to fully use, move and combine resources in a variety of different ways.

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

The childminder has a satisfactory understanding of safeguarding issues. She is aware of the signs to alert her to any child protection concerns and to whom these should be reported. She has a range of policies and procedures in place to ensure that children's health and safety is promoted at all times. Risks within the home are identified and minimised so that children's safety is prioritised. However, she is less secure in her understanding of the learning and development requirements so that she can successfully plan for children's progress and the next steps in their learning.

The childminder has not carried out any formal self-evaluation to identify the quality and impact of the provision in supporting children's learning and development. However, she is continually revising how she plans, observes and assesses children's progress. She is committed to improving her service and has prioritised this as an area for immediate attention, enlisting support from the local authority to help her in implementing the learning and development requirements effectively. She recognises that through self-evaluation she can determine the impact any training undertaken has on her practice.

The childminder establishes positive working relationships with parents. Information is regularly shared regarding children's routines, likes and preferences and parents' views are sought informally through regular discussions so that the childminder can meet children's individual needs. She will work with other professionals to ensure that all children receive the support they need.

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. 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	EY356617
Local authority	Worcestershire
Inspection number	882816
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	26/10/2011
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 that are usually their 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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