

Inspection date	26/02/2014
Previous inspection date	15/11/2011

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 requires improvement

- The childminder talks to and engages with the children, asking age-appropriate questions, which help promote their learning and develop their language skills.
- The childminder establishes close, emotional attachments with children in a caring and child-orientated environment where children enjoy a range of activities and experiences. Consequently, children feel safe and develop a sense of security and belonging.
- The childminder keeps parents informed of their child's daily care routine and activities through verbal and written feedback.

It is not yet good because

- The childminder does not maintain a daily record of the names of the children being cared for on the premises and their hours of attendance.
- Opportunities for children to access the garden are not always exploited and planned for. Consequently, children have fewer experiences to develop their physical skills.
- The childminder does not always provide opportunities for children to develop their independence skills, for example, by pouring their own drinks and serving food during meal and snack times.

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 and interaction between the childminder and children during their play.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and interacted with the children.
- The inspector looked at various documents, including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records and discussed the childminder's self-evaluation.
- The inspector took account of the views of parents and children from letters and questionnaires.

Inspector

Karen Cooper

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in Bromsgrove with her two children aged five and seven years and works with another registered childminder from the same address. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden available for children's outdoor play. The family has a pet rabbit.

The childminder operates for 50 weeks of the year, Monday to Friday from 7am to 6pm. There are currently 13 children on roll, of these, eight are in the early years age group. Three of the children attend on a full-time basis. The childminder is able to take and collect children from the local school. She is member of the Professional Association for Childcare and Early Years and holds a level 3 early years qualification.

What the setting needs to do to improve further

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

- maintain a daily record of the names of children being cared for on the premises and their hours of attendance.

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

- improve the planning of activities to include the use of the outdoor area, to offer children opportunities to challenge them on a larger, more active scale
- provide opportunities for children to develop their independence by allowing them to pour drinks and serve their own food during meal and snack times.

Inspection judgements

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

The childminder has a sound knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This results in children making steady progress in their learning and development. The childminder has recently implemented an electronic recording system for observations of children with a view to parents having access to these via the internet. She shares the responsibility of undertaking observations of children during their play with her co-

childminder and she takes photographs of the children as they participate in activities. The observations that she makes are linked to the areas of learning and she uses the information gained from these to plan some activities, in order for her to monitor and track children's progress or build on their interests. Although, children enjoy playing physically indoors and attend a weekly music session, the childminder has not fully considered how she could make better use of the outdoor play area to offer children more experiences to develop their physical skills and include this in her planning. Therefore, children are not always presented with sufficient challenge and experiences, so make satisfactory rather than good progress.

Children make choices about their play. They have access to a range of resources, which are age-appropriate and accessible to them and benefit from a playroom, which appeals to them. The childminder engages with the children during the play and ensures all children are included. Children are helped to consider and value each other's backgrounds. Their understanding of diversity is promoted through the range of resources and planned activities, which portray positive images of diversity and acknowledge cultural differences, such as, Chinese New Year and St David's Day. Children enjoy playing with play dough and are becoming skilled at using a range of tools. They cut, roll and mould the dough and children have lots of fun making models of their favourite cartoon characters. The childminder and her co-childminder offers lots of praise and encourage the younger children to take turns and to share the equipment, smiling at them as they succeed. This helps children to feel valued and develop their personal, social and emotional development. Throughout the activity, older children engage in conversation, prompted by the childminder who encourages the children to describe what they are doing and what materials and tools they need to use. She encourages the younger children to repeat words and copies their sounds. As a result, children develop their language skills. Through a range of craft activities and their access to role play, children of all ages are encouraged to use their imagination and be creative. They particularly enjoy making cups of tea for the childminder and enjoy taking on family roles. This means that children are engaged and motivated to learn.

The childminder is an experienced qualified practitioner and understands the importance of preparing children for the next stage in their learning. For example, she teaches children to recognise letters in their name and labels displayed around the playroom enable children to see words in print. This supports their literacy skills. The childminder has compiled a book of photographs for each child and their family, which she skilfully uses to encourage children to recall past events and talks about their family. This supports their communication skills. Children also have access to a variety of books, which appeal to them and the childminder and her co-childminder regularly reads stories to them. The childminder engages children's interest and encourages them to join in with a favourite story. Children delight in guessing what is going to happen next as the story unfolds. They wait with bated breath as the childminder builds up the excitement in their story and show their excitement at the end of the story as they shout out the familiar ending of the caterpillar turning into a butterfly. Children have fun using tweezers to pick up pretend bees and enjoy matching and sorting them into the relevant honey pot. The childminder supports them by asking open-ended questions to enable children to think critically and encourage them to problem solve. As a result, children learn the appropriate skills as they prepare for the next steps in their early education.

The childminder talks daily with parents and shares photographs and samples of children work to keep them informed of their child's activities and progress. She has carried out the progress check at age two years and has shared this with parents. This means that parents can contribute to their children's learning in the setting and at home.

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

Children make secure emotional attachments with the childminder and respond well to the childminder because of the positive interaction. Children's well-being is effectively promoted because the childminder works with another childminder and together, they ensure that children's needs are consistently met. For example, children's play and learning is uninterrupted because while one of them prepares meals, the other childminder continues to engage in children's play. Consequently, children's emotional well-being is promoted. The childminder is consistent in the way that she approaches behaviour management. As a result, children develop their self-esteem, feel good about what they do and begin to understand the boundaries of appropriate behaviour. Their behaviour demonstrates that they feel safe and secure with the childminder. For example, they interact with unfamiliar persons, knowing that there is a trusted adult close by.

Children are happy and enjoy their time with the childminder. They settle well because effective settling-in procedures ensure that the childminder finds out about their likes and dislikes and care routines from parents. This enables her to engage with parents to find out about children's starting points and helps ensure that the transition from home to the setting is as smooth as possible for each child. The childminder is caring and attentive towards the children's individual needs. She recognises when younger children are tired, hungry or need their personal care attending to and responds quickly to ensure children remain comfortable and content. Children are confident to seek out the reassurance and comfort of the childminder if they are upset and enjoy the individual attention and cuddles.

Children learn to keep themselves and others safe and know the procedure for evacuation in an emergency, which the childminder practises with them. Through everyday routines, such as hand washing, children learn about appropriate hygiene practices. The childminder teaches children to develop an understanding of healthy lifestyles. They learn about healthy eating practices as they eat an appropriate diet and the childminder teaches children to develop an understanding of healthy lifestyles through discussion and activities. Mealtimes are relaxed, social occasions when the children and the childminders sit together around the table to enjoy their food. However, opportunities to extend children's independence skills are not always provided. This is because the childminder does not support them in pouring their own drinks and encourage them to serve their own food.

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

The childminder has a sound understanding of safeguarding and of her role and responsibilities with regard to child protection. She clearly knows the procedures to follow should she have any concerns about the welfare of a child and where to seek advice. The childminder ensures all adults are appropriately vetted to determine their suitability. She has undertaken risk assessments of her premises and resources. Risk assessments are reviewed to establish their continued effectiveness in ensuring children's safety at all times. Clear procedures are in place to ensure children are only collected by authorised people. For example, passwords are used when necessary for extra protection. However, children's safety is potentially being compromised because the childminder does not maintain a daily record of children's hours of attendance. This is a breach of a welfare requirement

The childminder demonstrates a sound understanding of promoting children's learning and development through play. She holds a level 3 early years qualification and has experience working in a private day nursery. She uses this knowledge to assess and monitor children's progress and ensure appropriate next steps are planned. The childminder evaluates her provision and is keen to improve her setting, skills and knowledge through further support and training from the local authority. She has met the action and recommendations made at her last inspection. For example, the risk assessment record now makes reference to the garden and fire drills are regularly carried out with the children and all information is logged. The childminder has devised a number of policies and procedures, including complaints, equal opportunities, lost and uncollected child and ensures that she shares these with parents.

Effective partnerships with parents make a positive contribution to meeting children's needs. The childminder ensures all information regarding children's welfare, learning and development is shared on a regular basis and parents are pleased with the quality of information received. Parents share their views of the childminding service in a number of ways. For example, they complete questionnaires and write letters. Their comments include 'my child loves attending and it is often quite difficult to get her to leave at the end of the day' and 'its the best decision ever made'. Children also have an active voice within the service. The childminder encourages them to think about what they like and dislike, enabling them to complete their own questionnaires, if they are capable, and uses their suggestions to help improve her setting. This demonstrates the childminder is continually reviewing her provision with a view to improving practice and provision for all children. The childminder has established links with the local school, in order to ensure continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (compulsory part of the Childcare Register).
- ensure a daily record of the names of the children looked after on the premises and their hours of attendance is maintained (voluntary part of the Childcare Register).

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	EY417741
Local authority	Worcestershire
Inspection number	875624
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	13
Name of provider	
Date of previous inspection	15/11/2011
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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