

Inspection date

Previous inspection date

24/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress in their communication and language skills because the childminder encourages children to regularly discuss what they are doing. She provides lots of opportunities for children to recall and recap things they have done to consolidate their learning.
- The childminder stimulates children's interest and successfully helps them develop self-confidence by fitting in with the choices they make, planning a wide range of activities and getting involved in their play.
- Children enjoy a very warm and caring relationship with the childminder and show through their play and interaction that they feel safe and secure.
- The childminder promotes the health and safety of children well and has a good understanding of her responsibilities for safeguarding children. She has assessed and minimised the risks to her premises effectively so children are able to move around freely and safely in the home.

It is not yet outstanding because

- There is scope to develop the outdoor provision to its full potential to further extend and enhance learning experiences so children can make connections and improve their grasp of language and literacy, such as by using print and signage to show children the uses of print in various contexts.

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 viewed all areas used by children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed teaching and learning activities in the childminder's playroom and the kitchen.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents.
- The inspector checked evidence of the suitability and qualifications of the childminder and household members and looked at children's development records and a range of other policies and procedures.

Inspector

Rupinder Phullar

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged six and nine in a house in Redditch. The childminder uses the whole of the ground floor the rear garden for childminding. The childminder attends local toddler groups. She visits the local shops and parks on a regular basis. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except during Christmas and for family holidays. There are currently two children in the early years age group on roll. The childminder has a BTEC National Diploma in Early Childhood Studies and has experience of working in nurseries.

What the setting needs to do to improve further

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

- develop the outdoor provision to support children's good outdoor learning experiences by introducing print and signage to show children the uses of print in various contexts, in order to improve their grasp of language and literacy.

Inspection judgements

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

The childminder holds a recognised childcare qualification and has experience of working in childcare settings. This experience supports her well to provide children with a good range of activities to enable children to learn and develop the skills they need for the next stage in their learning and their move onto nursery and school. This is further supported by her interaction and the quality of her teaching ensuring children make good progress across all areas of learning. Children have access to a range of resources, which are stored on low-level storage units or baskets on the floor. This means that these are easily accessible and therefore, children develop independence and can make choices about their play. They regularly visit parks and local toddler groups, where they interact with other children. As a result, children are developing their social skills, preparing them for the next stage of their learning.

The childminder fosters children's communication skills efficiently. Children communicate continually and effectively with the childminder and each other. The childminder uses open questioning and encouragement to extend children's language development. Children enjoy discussing characters from well-loved books because the childminder incorporates the love of books into their learning. She makes reference to a story about a caterpillar and children recall and retell it with enthusiasm, which helps them to consolidate their learning. For example, they discuss the stages of change from caterpillar

to a butterfly. Children explore rich expressive and descriptive language, such as, 'hard', 'soft', 'full' and 'empty' as they empty and fill containers with pasta. The childminder makes learning fun and develops children's play very well. She uses small plastic bottles to create an obstacle race for a toy character. She uses words, such as 'top to bottom' and 'left to right' as the character zooms around. Children develop skills for number recognition when they recite number names in sequence as they count the bottles. This supports children's awareness of early mathematics, introduces them to new vocabulary and extends their interest and concentration as they focus on their play. Additionally, children have good opportunities to see words, labels and signage displayed around them indoors as the childminder uses signs with words, pictures and labels all around, including on storage units. However, these good learning opportunities are not extended outdoors so children can make connections and improve their grasp of language and literacy in various contexts.

Procedures for observation and assessment are effective in identifying where children are in their development and what the next steps for their learning are. Activities are planned well because the childminder uses children's interest and preferences to engage and motivate them in their learning. As well as ongoing tracking of children's development, the childminder completes a comprehensive progress check at age two to help with the early identification of any areas for concern in children's development. Monthly summative assessments are recorded in children's learning journals and are shared with parents to ensure they are well-informed about their child's stage of learning and can continue to support them at home. This ensures a consistency in learning and a close working partnership.

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

Children enjoy a very warm and caring relationship with the childminder. This supports their emotional well-being and as a consequence, they are gaining in confidence and self-esteem. The childminder obtains a wealth of information from parents prior to their children starting with her. This ensures that she is fully aware of children's individual needs, abilities and preferences. She fully considers these when planning activities and learning experiences. As a result, children make the move between home and the childminder's care happily and with ease. The childminder knows children well and is very aware of the signs when children are getting tired or need reassurance. For example, she gives younger children time during daily care routines and lets them move on at their own pace, providing a sense of calm and making children feel special.

The childminder has a positive approach to managing children's behaviour, which impacts well on children's emotional development. She has a calm disposition and is a positive role model for children. This creates a calm atmosphere where children have a sense of belonging and know they are valued. Rules and boundaries are explained to children so they know why these are important. She gives them lots of praise and encouragement and this builds their self-esteem and confidence. Children's personal, social and emotional development is fostered effectively. They have good opportunities to socialise with others as the childminder takes them to child-centred activity groups. This helps to develop their

understanding of the need to share, take turns and play, as well as preparing them for different transitions in their life, such as the move to nursery. The childminder is a good role model, who teaches children about kindness and respect through praise and the positive example she sets. Inclusion is given good attention and all children are warmly welcomed, valued and respected.

The childminder communicates effectively with parents. Daily discussions, written documentation and newsletters provide parent with information about their children's care and achievements. The childminder ensures that children have free access to drinks throughout the day to ensure they remain hydrated. There are regular opportunities for outdoor play and trips to places of interest. This supports children to have a positive attitude to exercise and enables them to benefit from fresh air, further promoting their good health. Children learn about positive personal hygiene routines. The childminder continues to enhance this further, for example, by supporting children to become independent in managing their own self-care and personal hygiene needs. In addition, they learn how to keep themselves safe during regular routines, such as practising the evacuation drill and taking care to identify and avoid hazards when they go on outings or the school run.

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

The childminder has a very clear understanding of safeguarding issues and is confident in her ability and responsibility to protect children from harm and keep them safe. She has completed child protection training and advises parents of her responsibilities through discussion and access to a range of policies and procedures. The childminder shows a clear understanding of the procedures to follow in the event of a concern, including how and when to make a notification to Ofsted. Her knowledge of the welfare requirements is good and children's safety is well-promoted. All adults in the home hold appropriate Disclosure and Barring Service checks ensuring they are suitable to be around children. The childminder implements effective risk assessments, which help to create a child-friendly and safe environment for children to play and explore with confidence. She remains constantly vigilant and reassesses the environment to reflect the ages and level of understanding of children that attend. In addition, the level of close supervision offered to children is good.

The childminder is knowledgeable about how children learn and understands her responsibilities in meeting the learning and development requirements. As a result, she ensures that children receive a broad range of experiences across all areas. The childminder monitors their progress towards the early learning goals, including discussing the required progress check at age two years with parents. As a result, the childminder easily identifies any areas where additional support might be needed, in order to help children make good progress in their development. The childminder keeps parents well-informed about the policies and procedures that underpin her childminding practice, so that they fully understand the care their children receive. She exchanges information with parents, so that they are clear about their child's daily activities and the progress they are

making. She discusses and shares learning records to inform them of their child's current development stage and she encourages parents to add their comments and share their children's experiences from home. As a result, parents gain a good understanding of their child's progress and can contribute more effectively to their continued development at home.

The childminder demonstrates a clear commitment to providing children and families with a good quality provision that reflects their needs. She regularly seeks advice and support from others, such as the local authority improvement officer to build on her good practice. In addition, she has identified future priorities for improvement in response to her own evaluation and discussion with parents. She monitors and evaluates children's care and learning experiences. As part of this process she talks to children in order to gather their views. The childminder is a well-qualified practitioner, who continues to attend ongoing training and update her knowledge to further enhance her practice. As a result, she is able to meet children's individual needs and provide the high quality care she strives for.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY468301
Local authority	Worcestershire
Inspection number	942463
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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