

Inspection date	13/05/2013
Previous inspection date	25/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress because of the effective way the childminder assesses where they are in their development. She places a very strong focus on children's individual learning needs and uses her skills in observation, assessment and planning to make sure all children achieve extremely well.
- Children develop good independence and skills for their future learning because the childminder organises an accessible, safe and stimulating environment. The childminder gives the utmost priority to ensuring potential hazards to children are assessed and minimised.
- Children are responsible and learn good self-care skills throughout well-organised routines. The childminder sets, explains and maintains clear, reasonable and consistent limits and helps children understand their wishes may not always be met.
- The childminder has built good relationships with parents, and has cared for some families over many years. She is an experienced carer who keeps parents well-informed about her practice and daily routines to support children's continuity of care.
- The childminder is highly motivated. She acts on advice and attends regular training which she uses exceptionally well to enhance her knowledge and practice. Her plans for improvement are well-targeted to strengthen her practice.

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 conducted a tour of the childminder's home during the inspection and held conversations with the childminder and children.
- The inspector observed a range of indoor and outdoor learning activities, play and daily care routines.
- The inspector looked at children's observation and assessment records, a selection of policies, the register of attendance and children's records.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the provider's detailed self-evaluation and improvement plan.

Inspector

Patricia Dawes

Full Report

Information about the setting

The childminder was registered in 1985 and lives with her partner in Walsall. Children have access to the whole of the ground floor which includes a quiet room, a fully equipped playroom, the kitchen, IT and pet area, toilet and conservatory. There is a fully enclosed garden for outside play. Access can be gained via two steps at the front of the home. The family has two cats, two rabbits and one fish.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children under eight years on a part-time basis. The childminder also cares for children over five years old. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is an active member of several local playgroups. She has completed training for a National Vocational Qualification at Level 3 in Childcare and Education.

What the setting needs to do to improve further

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

- enhance the range of resources which reflect positive images of diversity to further support children's knowledge and understanding of the wider world.

Inspection judgements

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

The childminder provides children with a welcoming environment in which they can comfortably play and learn. She demonstrates an excellent knowledge and understanding of the Early Years Foundation Stage, and how to fully engage children in their learning. The childminder observes children as they play, and uses this information extremely well to assess and plan the next steps in their learning. Children can move around freely, and have time to explore and make their own discoveries. They are actively supported by the childminder, who responds to their individual needs by introducing resources to extend, and give optimal challenge to their enjoyment and help them make rapid progress. Caring, enthusiastic, playful interactions and positive role modelling, shows that the quality of teaching is excellent. Consequently, children are effective early learners and are making outstanding progress towards the early learning goals.

The childminder places a high priority on developing younger children's communication

and language skills. Interaction with the children is first class as the childminder chats very enthusiastically to them as they play, and responds well to their discussions. The childminder uses a range of picture books, cards, touch and feel books and nursery rhymes, which help children explore and develop new vocabulary. She encourages their independence by making resources easily accessible and giving children choices about what they would like to do. Children's physical development is fostered exceptionally well. Young children can crawl confidently around the room, and pull themselves up to a standing position at a low-level furnishing to explore large inset puzzles. In the garden, all children enjoy exploring in the garden to find the imitation spiders and lizards dotted around, or playing with the sand and water or balls and hoops. Children have excellent opportunities to use resources to promote their expressive art and design skills. This is an area where the childminder is very enthusiastic and children are actively encouraged to take part in. They like to make models from cardboard boxes and recycled materials or create wonderful drawings which the childminder displays. From an early age, children are able to practise their early writing skills using paint, chalks and pencils. Children love to take part in role play and dressing up which helps to arouse their curiosity and extends their imagination. Children's mathematical skills are supported well; they use a range of resources to learn about shape and space, such as, puzzles, shape sorters and stacking rings, and they learn about counting and sing number rhymes.

Children's understanding of the world is developing well as they investigate a range of electronic toys to find out how they work by pushing buttons and turning knobs. They have free access to technology through the use of a laptop and digital camera. Children learn about the local environment through planting, growing, picking and eating their own vegetables. They learn about different festivals, such as Halloween, Easter, Diwali and Eid. They access a range of resources that depict positive images of different people and varying cultures; however, visual images of people with differing needs are fewer compared to other resources and do not fully promote children's understanding of diversity as well as possible.

The childminder works exceptionally well with parents and has an expert knowledge of children's starting points in their learning. Parents are kept fully informed about children's activities and achievements on a daily basis. Each child has a very detailed learning journal folder which provides parents with an excellent overview of the progress their children are making. Parents are actively encouraged to be involved in their child's learning. Information and ideas are sent home to provide parents with the opportunity to further support their children's learning. The childminder makes very effective use of the guidance available, such as 'Development Matters in the Early Years Foundation Stage'. This helps her link activities to children's current needs and identifies any gaps in their learning. The childminder is well aware of providing parents with a progress check at age two covering the prime areas of learning to support their ongoing development. The assessment records in place for children are meticulous and assist her when carrying out the development check. Overall, children are supported very successfully to develop and learn and move on to their next phase in learning at nursery or school.

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

Pre-arranged settling-in sessions helps children to make the transition from home to the childminder's care. This helps children to settle quickly and parents feel comfortable leaving their children. Children enjoy a warm and comfortable relationship with the childminder and she knows them well. They are relaxed within the home and show confidence in their play and investigations. The childminder has a calm and gentle approach and ensures children are happy, giving them plenty of cuddles and attention to make them feel special and help them form close bonds. The childminder has given excellent consideration to ensuring children's well-being. She has made a quieter, comfy area where babies can relax or sleep when they want to, and gives thoughtful care and attention to their individual care routines. The childminder works closely with parents prior to the placement commencing to gather a wide range of information, including any specific needs, dietary requirements and parents' preferences to ensure their well-being.

Children's safety is considered and given first class priority by the childminder. She is extremely vigilant and supervises the children well at all times. The childminder uses positive strategies to promote very good behaviour. Children learn about the rules sharing and turn taking, the house rules and how to keep themselves safe and managing their own risk taking through innovative activities, such as bouncing on the giant bean bag. The childminder talks to children about road safety while on outings and they practise the emergency evacuation procedures. Healthy lifestyles are promoted and children enjoy healthy snacks, such as vegetable sticks and fresh fruit. The childminder prepares ready meals for babies using organically grown produce. Children have excellent opportunities to be physically active and play either in the garden or at local playgroups.

The childminder has very positive relationships with parents. She ensures there are opportunities to talk about their child's care and well-being at the end of each day. She actively seeks parent's views about the provision and their child's changing needs through discussions and using a questionnaire. All comments are acted on. Children are confident, independent, and happy and enjoy what they are doing because the childminder actively contributes to helping them develop skills to effectively support them in their future learning. This means their all-round development needs are met exceedingly well.

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

The childminder demonstrates a robust knowledge and understanding of the safeguarding and welfare requirements. Children are thoroughly protected from harm as she has a clear understanding of her role and responsibility to report any concerns. Risk assessments are rigorous, so that hazards to children are kept to a minimum and they can explore their environment safely. For example, appropriate steps are taken to restrict younger children's access to the lounge unless they are supervised. All children benefit from high levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities. The child minder is pro-active to ensure her policies and procedures are implemented effectively and she continually revises them to reflect current legislation. This means that children's safety and well-being is given the utmost priority.

The childminder has highly successful partnerships with parents and other professionals which support children's individual needs extremely well. Parents are kept well informed at all times about children's routines and development. She actively encourages parents to be involved in their children learning both in the setting and at home. She provides a very detailed learning journey that gives excellent examples of children's experiences, challenges they have overcome and celebrating all their achievements and successes. She has developed extremely effective relationships with other settings that children attend. She meets with teachers regularly and they share which helps to significantly enhance children learning and development.

The childminder takes extraordinary pride in all areas of her work and constantly strives to improve through a rigorous self-evaluation process. She recognises that ongoing evaluation, reflection and training are key to maintaining a high standard, quality provision and keeping abreast of current changes. She has recently completed an appropriate early years qualification at level 3 and she uses this knowledge well to enhance all aspects of the provision. She prioritises these through an action plan to make carefully chosen and considered changes to her practice, for example, a policy about children's transitions from home, to nursery to school. She has spent time preparing children for change, so that they are well equipped to move on to this new phase in their lives. The childminder has high aspirations and is keen to continue providing excellent standards across all aspects of her work. She establishes excellent relationships with the local authority and other early years professionals. Her commitment, dedication and hard work are recognised as they have assessed her practice and she is becoming an approved childminder within the network.

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
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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	255374
Local authority	Walsall
Inspection number	892415
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
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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