

### Inspection date

Previous inspection date

12/12/2013

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 are making good progress in their learning in relation to their starting points, as the childminder provides interesting and challenging experiences that meet the needs of children. Practice is based on a secure knowledge and understanding of how to implement the Statutory framework for the Early Years Foundation Stage.
- The childminder creates a warm and welcoming environment. Thus, children are content and comfortable, displaying a strong sense of belonging and forming positive relationships with their peers and the childminder.
- Close partnership with parents means the individuality of children, including young babies, is very well recognised and fostered by the childminder.
- The childminder understands and implements clear policies and procedures to meet the safeguarding and welfare requirements. Hence, the children are protected from harm or neglect.

#### It is not yet outstanding because

- Opportunities for children to explore or speculate on the reasons why things happen or how things work and to operate technological toys are not fully embraced.

## 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 the playroom.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Jasvinder Kaur

## 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 child aged 17 years old in a house in Oldbury. The whole of the ground floor, one bedroom and bathroom on the first floor of the property are used for childminding purposes. There is an enclosed garden available for outdoor play.

The childminder currently has two children on roll who are in the early years age range. She takes and collects children from local schools and pre-schools and makes use of local facilities, such as toddler groups, parks, shops and the library.

The childminder operates all year round, from 7am to 8.30pm, Monday to Saturday, with the exception of family holidays. She receives support from her local authority. The childminder is a member of the Professional Association for Childcare and Early Years.

### What the setting needs to do to improve further

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

- enhance opportunities for children to operate some technology equipment and to explore or speculate on the reasons why things happen or how things work.

### Inspection judgements

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

The childminder has a good understanding of implementing the Statutory framework for the Early Years Foundation Stage. She plans purposeful play for all age groups to cater for the needs of individuals in the prime and specific areas of learning. Effective skills of observing and assessing children's play help the childminder to plan activities which meet their next steps in learning, sustain the progress they make and quickly close any identified gaps. This also prepares children for a smooth transition to other settings when the time comes. Good maintenance and organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. Consequently, children are contented and confident in stimulating and familiar surroundings. The childminder regularly shares children's learning and development with parents through learning journals, daily diaries and daily communication. She encourages parents to share what they know about their child and become actively involved in their child's learning.

The childminder interacts with children, including babies, in a positive manner. She chats with them constantly about what she is doing or what is happening while she is playing

with them. Thus they enjoy babbling and increasingly experiment with using sounds and words to communicate. Babies happily join in, copying some words and actions, and enjoy being with familiar adults and peers. Children's skills are further supported through story and singing sessions, making marks and writing for different purposes, including reading and writing their own names. They clearly enjoy the childminder's active involvement in play and have good fun singing their favourite songs, such as 'row, row, row the boat', giggling, clapping and moving their whole bodies to the sounds. To supplement children's numeracy skills, the childminder provides a wide range of opportunities for matching numbers, size comparison and counting. This includes counting toys and everyday objects in play. Children show pride in counting up to 10 and beyond with confidence.

A good variety of colouring materials and a selection of resources are supplied to help children explore and develop their creative skills, including stitching a hand puppet together. However, during cooking and baking activities, the childminder does not always motivate children sufficiently to explore or speculate on the reasons why things happen or how things work. For example, she does not encourage children to see what happens when she puts the cakes in the oven or why cakes look different when they come out of the oven. There is also scope to increase opportunities for children to operate technological toys. Nevertheless, during routine play inside and outside, children's understanding of nature is enriched as they learn about animals and other creatures, people, family, nature and suitable clothing in different seasons. The childminder provides good opportunities and a selection of material depicting positive images of diversity to help children understand and respect the values of others.

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

The childminder effectively promotes children's personal, social and emotional well-being through interesting opportunities. Consequently children, including new-comers, quickly establish a secure bond with the childminder and her family members, and feel secure in their relationships with their peers. Strong partnerships with parents help the childminder to know the children very well and to meet their individual needs effectively. They all enjoy their time in a secure and stimulating environment, as the childminder organises space and resources very well within the provision, enabling children to participate in activities independently. The childminder can provide good support to prepare children for their transition to other settings through talking and relevant play opportunities.

Children's health and well-being is made a priority, and the childminder emphasises the benefits of outdoor play and indoor physical activities on a daily basis. Regular visits to the local park, long walks in the area and access to the outdoor play area provide a balanced and broad range of opportunities for physical development. The childminder arranges the space in the playroom effectively for babies to move and explore safely. She is sensitive to their individual needs, such as when teething, and readily adopts their routines for eating and sleeping. There is a sociable and relaxed atmosphere at mealtimes, and children enjoy freshly cooked food. Drinks are readily accessible for children throughout the day to ensure they are hydrated appropriately. Children learn the importance of basic personal hygiene through positive encouragement from the childminder and relevant activities and

story books. She also provides towels and soap in their favourite colours, which inspires them to wash their hands before they eat and after using the toilet.

Children are happy and confident, as the childminder values their individuality and praises their achievements and good behaviour. Her approach is calm and consistent while teaching children good manners, including table manners, at meal times. She teaches and encourages them to be safety-conscious without becoming afraid. For example, they learn about road safety and stranger danger. Children are also reminded during play of house rules relating to safety. They behave well, demonstrating an understanding of the set boundaries and expectations within the home, responding positively to guidance from the childminder. Older children show care and affection towards the younger children and play with them gently.

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

The childminder protects children from harm or neglect, as she has a secure understanding of the Local Safeguarding Children Board requirements and signs and symptoms of abuse. She has attended the relevant training and is able to put appropriate procedures into practice should she have concerns about a child. Comprehensive policies and procedures help ensure that parents understand the duty of the childminder to protect children. The environment is secure and the childminder carries out regular checks to eliminate hazards, both around the home and for proposed outings. All equipment, toys and areas used for children are safe, clean and secure.

The childminder has implemented a thorough system to monitor and evaluate her practice, thus ensuring that improvements are made which promote children's welfare and learning. She is motivated to enhance her childminding environment, practice and resources to reflect children's interests. Evaluation of the setting includes listening carefully to the views of children and support from her local authority and childminding network group. The active involvement of parents is encouraged through daily communication to elicit parental views and preferences. The childminder regularly attends relevant training courses to enhance her professional skills. As a result, she has a secure knowledge of the current educational programmes. Thus, the quality of planning ensures that each child is offered an enjoyable experience and makes good progress towards the early learning goals. All required documentation and records are well maintained and readily available for inspection and for parents.

The childminder regularly shares children's learning and development with parents through learning journals and daily communication. She encourages parents to exchange what they know about their child and become actively involved in their child's learning. Through regular feedback of children's play activities, parents can contribute in their planning and extend children's experiences at home. They report that they are very happy with the care and education their children receive in the stimulating and family-oriented environment. They add that, due to her warm personality, children make an instant bond

with her. She is a 'professional' childminder who explains things very well. The childminder demonstrates a good knowledge of how to develop effective working partnerships with other professionals, such as the local school. She discusses children's progress with the staff in order to promote continuity of learning and progression.

### **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

<b>Unique reference number</b>	EY463445
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	924114
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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