

**Inspection date**

19/05/2014

Previous inspection date

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**

- The childminder has good teaching skills and understanding of the educational programme. She plans purposeful play and a good balance of adult-led and child-initiated activities in order to support children's progress and learning. She works closely with parents to further support children's learning and well-being.
- Children develop a strong sense of belonging with the childminder through her sensitive interaction with them. They form trusting bonds and attachments with her and are happy and emotionally secure in her company.
- Children are effectively protected because the childminder's focus on health and safety is a high priority. Risk assessments are thorough and the childminder demonstrates a good knowledge and understanding of appropriate safeguarding procedures.
- The childminder is pro-active in developing her service. She acts on advice and attends training to enhance her knowledge. Her plans for improvement are well-targeted to strengthen her practice further.

**It is not yet outstanding because**

- There is scope to extend the good performance management and monitoring systems even further to enhance the reflection on the quality of teaching and to use the information gained to shape professional 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
- 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 the childminder engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector viewed areas used for childminding and held conversations with the childminder, her co-minder and children throughout the inspection.
- The inspector looked at children's assessment records, including planning information and children's development folders.
- The inspector checked evidence of suitability and qualifications of the childminder, her co-minder and assistants and discussed the childminder's self-evaluation and improvement plan.

## Inspector

Patricia Dawes

## Full report

### Information about the setting

The childminder was registered in 2013 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. She lives with her parents in Kidderminster, Worcestershire. The childminder works with a co-childminder and on occasions with a childminder assistant. The home is laid out over a number of floors, and there are steps down to the enclosed garden, which is available for outdoor play. The childminder attends a toddler group and activities at the local church. She visits the library, shops and park on a regular basis. She collects children from the local school and nursery. There are currently six children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except family holidays and bank holidays. The childminder is a member of the Professional Association for Childcare and Early Years and holds a recognised childcare qualification at level 3. She also receives support from the local authority.

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

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

- enhance the performance management and monitoring systems, for example, through observation of practice, to gain more feedback about the quality of teaching, and use this information to shape practitioners' professional development.

## Inspection judgements

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

The childminder has a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage and uses this knowledge and suitable guidance documents to observe and effectively plan for children's learning needs. The childminder talks to parents on their initial visit about their children's starting points, such as finding out about individual children's experiences, what they know, like and can do. This helps her to have a comprehensive picture of children's achievements on which to base her initial planning. The childminder regularly assesses children's progress to help her identify any gaps in the children's learning. She observes children, makes notes and takes photographs to include in children's learning journals. The childminder develops positive relationships with parents and discusses their child's welfare needs, both initially and on a regular basis. She actively encourages parents to discuss and be involved in their child's learning at home. She has recently introduced 'Wow moment' books for parents to record their children's achievements at home. As a result, children make very good progress in their learning and development.

The learning environment contains a wealth of resources which are stimulating and

accessible to children, helping to promote their learning and independence. This is further enhanced by posters and visual displays of current themes and children art work, so children can begin to learn new words, link sounds to letters and understand that text carries meaning. Children's confidence and communication skills are promoted as they take an active part in singing action and number rhymes. The childminder promotes their language development well through conversations, questioning and following simple instructions to check their understanding. Children enjoy listening to stories and are eager to turn pages and repeat words, helping to extend their vocabulary. The environment enables children to initiate their own play as they self-select resources from a variety of easily accessible boxes. Children are encouraged to learn to share toys and play together to promote their social skills in preparation for the later move to nursery and school. As a result, children make good progress in their personal and social development skills.

Children have very good opportunities to spend time outdoors in the fresh air to promote their physical skills. The childminder is very adept at making learning fun. She joins children in their play, for example, during outdoor play, all of the children enjoy investigating and experimenting in the 'muddy kitchen', using a variety of utensils, mixing and moulding soil and water to make mud pies. They explore and investigate nature by picking the fruits and vegetables they have grown, or watching ducks hatch from their eggs and butterflies from their chrysalises. The children talk about the smell, taste, texture and different colours during planned activities. Children have good opportunities to promote their physical skills. They practise climbing on the slide and see-saw, riding on the bicycles and playing ball games at the childminders home. Children regularly visit 'stay and play' groups and other play venues, which provide them with more opportunities to play on larger equipment to test out their skills. The childminder has a sound knowledge of promoting equality of opportunity and ensures all children and their families are valued and respected. Positive images of people with differing abilities and multi-cultural resources are readily available and fully promote children's understanding of diversity. Children develop an understanding of number and shape through daily routines and play. For example, when they enjoy water play, they count, sort and race the ducks down a ramp in the water tray or make colourful pictures of bees and butterflies. Younger children explore and investigate electronic shape sorters, pushing buttons and turning knobs. There is a plentiful supply and variety of colouring materials and art resources to help children develop their creative skills.

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

Strong attachments and close relationships between the childminder and the children are highly evident. The childminder supports new children to make the move from their home to her home through a gradual settling-in procedure. This is individual to each child's emotional needs and helps to ensure that children settle quickly and happily. The childminder engages with parents to ensure that all issues regarding their child's routines, likes and preferences are discussed. The childminder has a very calm and patient manner and she gives them her individual attention, which helps to ensure that each child feels valued and special. Children move freely around the childminder's home and enjoy choosing resources to play with, which promotes their confidence and independence. Art

work is displayed in the setting, which helps to raise children's self-esteem, as well as enabling parents to see their child's own work. Consequently, children enjoy their time with the childminder and are emotionally secure, enabling them to independently explore the learning environment and be confident at local groups and in the company of visitors. Their sense of belonging is well-fostered, supporting them to become motivated learners who are emotionally well prepared for the next stages in their learning.

The childminder supports children extremely well in understanding the importance of a healthy diet, through discussions about foods that are healthy and those which are not. Children enjoy a variety of fresh fruits and vegetables at snack times and drinks of fresh water are also readily provided and easily accessible for children in labelled bottles. Children quickly develop their independence in self-help skills. For example, they have a good awareness of their own toileting needs, supported by help from the childminder if needed. She uses pictorial timelines to encourage them to attempt to do things for themselves, before offering support, such as gently reminding them to wash their hands at appropriate times during the day or where to put their outdoor shoes and coats. This gives all children opportunities to be independent and to test out their capabilities. Children enjoy fresh air and exercise, developing physical skills and confidence as they play on large equipment at local parks and toddler groups. The childminder uses these opportunities to reinforce how to use equipment safely, enabling children to take safe risks, under close supervision, learning how to protect them from harm. Children are supported in developing an understanding of how to keep themselves safe in a number of ways. During outings, the childminder discusses road safety, supporting the children's understanding of safe places to cross and the hazards they need to be aware of. Regular fire evacuation drills help reinforce the dangers of fire, with this completed at the appropriate level to match children's understanding. Children of all ages learn the importance of tidying away toys before getting others out to play with, as too many toys on the floor may be dangerous and cause them to fall.

Children behave well because the childminder leads by example and is a very good role model who treats them with kindness and respect. Children enjoy each other's company, seeking out friendships and forming relationships. Simple house rules are in place, such as being kind to each other, taking care of the toys, and sharing with others, which are reinforced throughout the day. Regular attendance at local toddler and playgroups supports children to develop their social skills with others and experience being part of a larger group of children. These personal skills in developing independence and positive relationships support children extremely well towards the next stage of their learning, such as nursery and school.

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

The childminder has a robust understanding of how to protect the children in her care. For example, she is well aware of her local procedures for child protection and knows who to call should she be concerned. The premises are secure, which ensures children are kept safe. Areas used by the children are well organised and enable them to move around the

premises freely and safely. Written risk assessments are in place, which show how the childminder has identified and minimised potential hazards to ensure children's safety. The childminder provides a comprehensive range of activities, which enable all children to make good progress across all areas of learning. Systems for observing what children can do, assessing their progress and planning for their next steps are comprehensive. Consequently, she has a clear understanding about the progress and any gaps for all children in her care.

The childminder is keen to provide the best quality care and learning for children and to this end strives to continually improve her practice. For example, she has undertaken a number of training courses in the last two years, including training in the prime and specific areas of learning, behaviour management and assessment and planning. The childminder has a clear commitment to improving the service she provides and has completed a focused improvement plan, which clearly identifies areas of improvements made and those requiring further development. The childminder is newly registered and is developing her skills, working alongside an experienced co-minder. However, this is an area for further development through the use of peer-on-peer observation in order to drive continuous improvement.

The childminder liaises with parents well to build firm relationships. Communication is a prime focus for the childminder with regard to children's well-being and achievements. Parents are able to share what they know about their child and become involved in their child's learning. This is because the childminder provides information and activities which parents and carers can do at home with their child, such as story sacks and through newsletters. Parents and carers appreciate her warm welcome for their children and themselves, highlighting the 'home-from-home atmosphere', as a positive comment in questionnaires. The childminder has a clear understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions for children who may need additional support. The childminder is aware of the importance of engaging in professional working relationships with other providers to ensure continuity for children between settings. She cares for children who attend other early years settings and she has made good links so that they regularly exchange useful information about children's care and learning.

### **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>	EY468088
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	944141
<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>	6
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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