

Inspection date	24/06/2013
Previous inspection date	19/03/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 is satisfactory

- Children develop their early communication skills as they access a suitable range of books and learn songs and rhymes to build on their language development.
- Children access a wide range of appropriate toys and equipment to support their interests. This enables them to make satisfactory progress in their learning and development.
- Children learn about their community through daily outings to local groups, which helps them to socialise and make new friends with both adults and children.

It is not yet good because

- Observations and assessments are not used effectively to gather enough information about individual children so that they are always supported to make the best progress in their learning and development.
- Children's learning at other settings, is not always complemented by the childminder, because there is not enough information shared with regard to children's learning in other settings they attend.
- The system for self-evaluation has yet to be fully considered, in order to provide an accurate reflection of the setting's strengths and weaknesses, to ensure that improvement plans are effectively implemented. Parent's and children's views are not regularly shared to help identify all future priorities.

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 learning activities, play and daily care routines with the children.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, documentation and a selection of policies and procedures.
- The inspector looked at other areas, such as, the lounge, kitchen and the rear garden.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner in the Quinton area of Birmingham. She uses the whole of the ground floor and the rear garden for childminding. Access can be gained through several steps leading up the front door or the gradual sloping ramp on the side of the home.

There are currently three children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The childminder also cares for older children before and after school and collects children from other settings. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder has an early years qualification at level 3 and is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- make better use of ongoing observation and assessment of each child's progress, and use this information to plan the next steps in their learning to ensure activities clearly match future learning needs, to enable children to make the best possible progress.

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

- extend relationships with other settings, for example, the nursery class, to fully support and complement children's learning
- extend the system for improvement and self-evaluation, by more accurately identifying and planning for all future priorities and give parents and children more opportunity to share their views.

Inspection judgements

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

The childminder supports children generally well as she interacts with them and follows their lead in play. As a result, young children make satisfactory progress in their learning

and development. Children learn to communicate as they make and imitate sounds they hear. The childminder supports their learning as she talks and repeats words, which helps children to build on their vocabulary. For example, the childminder asks children if the breakfast cereal feels 'smooth' or 'hard', which supports their awareness of textures. Children access a suitable range of books, which supports their language development. They enjoy songs and rhymes, which further supports their early communication skills and their imagination. Children express themselves as they explore how the paint feels on their fingers. They use brushes to paint with and some children explore further as they paint their fingers with the red paint. Children learn about size and colours as they play with animals. They sort them out into 'big' and 'small' groups, which supports their critical thinking and early mathematical skills.

The childminder plans activities around children's interests. For example, she asks children what they would like to do on a daily basis, which supports their ability to make decisions and independence. The childminder observes children to identify what they need to do next and links this information to the different areas of learning and age bands, to track children's progress across the seven areas. However, the childminder does not always use this information from her observations and assessments to plan how the next steps in children's learning will be achieved. This means that the planning of activities is not always well matched to children's individual learning needs, in order to specifically shape future learning experiences for each child to help them make the best possible progress. The childminder supports children's learning as she joins in their play and asks questions to stimulate their thinking. Children use crayons and pencils to make marks, which support their early writing skills. The childminder talks to parents about activities children take part in during the day and also makes suggestions about how they can support children's learning at home. For example, children have a 'special bag', which contains different items to help children to learn about the different colours. They enjoy adding their favourite items, which helps to consolidate learning.

Children learn to be independent as they help themselves to toys from the front room and kitchen area. They are developing their self-care skills as they use the toilet, wash hands and put on coats. This helps children to obtain the skills they need for the next stage in their learning, such as starting nursery. Children develop appropriate physical skills as they enjoy outings to local soft play centres and the park. They develop skills in their balance and coordination as they use a range of equipment.

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

Children are happy and have close relationships with the childminder, who is caring towards them. She collects essential information from parents about children's interests, their families and care routines. This information is then used to help children settle in her home and adequately promotes their emotional well-being as children form appropriate bonds with the childminder. Children bring in their own personal items, such as toys from home, which gives them a sense of belonging and security.

The childminder helps children prepare for nursery, so they become familiar with routines and what is expected of them. Children enjoy outings in the community to the pre-school

group, which helps them to make and build new friendships with other children and adults. Children benefit from daily fresh air, which helps to maintain a healthy lifestyle. They learn about their environment through daily outings in the community to local shops and the library. A suitable range of freshly prepared meals and snacks, such as fresh fruit and yoghurt, contribute to a healthy diet and meet children's individual preferences. Children learn about keeping themselves safe as they learn about road safety. Younger children know they have to wear reins and look out for cars on the road to help them keep safe.

There are a suitable range of age-appropriate toys and equipment in the front room and kitchen, which supports children's interest and learning. Toys are stored on the floor, so that children can make choices about their play. Children learn to consider each other as they share and take turns with toys, which promotes positive behaviour. They receive regular praise for their efforts, which supports their self-esteem and confidence.

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

The inspection took place following concerns about the supervision of children. The inspection found that children were adequately supervised by the childminder both at home and on outings. However, the childminder explained that on one occasion in November 2013, she had taken children with her to a doctor's appointment, when she needed a vaccination. While the childminder acknowledges that this was not good practice, the children were adequately supervised. Children were within sight and hearing of the childminder at all times.

The childminder has a satisfactory knowledge and understanding of her responsibilities relating to the safeguarding and welfare requirements. As a result, children's welfare and safety is adequately promoted. The childminder has recently attended training on safeguarding and as a result, has up-to-date knowledge of the signs which indicate that children may be at risk of harm. A written mobile telephone and camera policy is in place, which further promotes children's safety. Written risk assessments and daily checks help to identify potential hazards and prevent accidents in the home, which help to keep children safe. Suitable procedures are in place to protect children from persons, who may not be vetted. For example, the identity of all visitors is checked and they are not left alone with the children. Parents receive daily verbal feedback on children's care and learning, which keeps them appropriately informed of their progress. Partnerships are developing with other settings, such as the nursery school. The childminder talks to children about what they do at the nursery, but the childminder is unable to complement their learning at other settings as suitable arrangements have not been made to share information with the nursery or with parents to fully support and promote consistency across the two settings that children attend.

The childminder provides a suitable range of play opportunities to help children make satisfactory progress in their learning and development. However, sometimes observations and assessments are not used accurately enough to plan for the next stage in children's learning. This means that the educational programme is not always sharply focused or

precise enough to match children's individual learning needs. As a result, children make satisfactory, rather than good, progress in their learning. The system for self-evaluation is in the early stages. The childminder has identified some areas for further development to help her improve the educational programme, such as attending a childminding group and more support from the early years advisor. The childminder talks to both children and parents about their views. She has started to use questionnaires to help collect parents' views, but these are not used frequently enough to get a clear focus of what areas they think need further development. This means that parents and children do not have sufficient opportunities to contribute their ideas and views, in order to further develop the service and inform improvement plans.

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	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	227548
Local authority	Birmingham
Inspection number	923283
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	19/03/2009
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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