

Inspection date

26/03/2013

Previous inspection date

06/11/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- The childminder establishes warm and secure relationships with the children, so that they feel comfortable in her care and are confident to explore their surroundings. Children are developing their independence and social skills through regular routines and encouragement from the childminder.
- Children's health and safety is protected as the childminder provides a well-maintained environment and helps them to understand the importance of safe and hygienic practices.
- The childminder shows a commitment to updating her knowledge and improving her practice through attending a range of courses.

It is not yet good because

- The childminder's understanding of how to use her observations of the children in her care to assess their development and plan effectively to support the next steps in their learning is not fully secure.
- Partnerships with parents and links with some early years settings where children attend are not maximised to gain additional information to fully support their development.
- The use of self-evaluation and the setting of priorities for improvement, for example, through the monitoring and evaluation of activities, are not fully embedded. Consequently, some areas for development are not identified.

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 children's free play choices and their mealtimes.
- The inspector spoke with the childminder and engaged with the children at appropriate times throughout the inspection.
- The inspector looked at children's files and learning journeys and a selection of policies and daily records.
- The inspector took account of written comments from current and recent parents.

Inspector

Diane Ashplant

Full Report

Information about the setting

The childminder was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is occasionally assisted by her mother. She lives with her husband, her mother and two adult children in a house in Quinton, Birmingham. The whole of the ground floor and the rear garden are used for childminding. The childminder attends local toddler groups and visits the shops and park on a regular basis. She takes and collects children from the local school. The family has a dog.

There are currently five children on roll, of whom three are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

What the setting needs to do to improve further

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

- develop the use of observation and assessment to plan more effectively for the next steps in children's learning and provide appropriate challenges across all areas of learning.

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

- extend opportunities to share accurate information about children's progress with parents and other early years providers to ensure their individual learning and development needs are fully supported
- enhance the use of self-evaluation to identify areas for development that will improve the provision for all children.

Inspection judgements

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

The childminder has a suitable understanding of how to support children's learning and development. She observes children as they play and then, supported by the use of photographs and comments, she makes links to the areas of learning to check that they are making sufficient progress. She uses her knowledge of children's preferences to plan

some activities and helps them to select resources, which they like. However, she does not routinely monitor these activities or use her observations and knowledge of what children can already do to ensure that the activities are sufficiently challenging and fully extend and support their individual learning. Opportunities to fully engage parents in children's learning and development by sharing observations from home or seeking their views on their progress are not fully developed. This means that the childminder does not have a full picture of each child's progress and therefore, opportunities to work together to support their learning are not always maximised.

The childminder provides a selection of resources to meet children's interests and engages with them to stimulate their thinking. She helps to encourage their language skills through regular conversation throughout the day. For example, she asks some open-ended questions to seek their responses and encourages them to recall shared and family events, for example, trips to the seaside or to the shops. Children are asked to name objects that they are playing with and are praised when they spontaneously add their own thoughts, such as stating that cheese comes from cows. Children are able to follow their own particular interests, such as role playing 'going shopping' and the childminder uses such activities to include other aspects of their learning, for example, colours and numbers. She helps them to group different coloured items together to aid their counting skills or construct to make towers. The childminder tries to encourage all children to take part, regardless of their age, although, she is aware that the concentration of younger ones is often short and activities need to be adapted to capture their interest. Children are encouraged to join together in songs and nursery rhymes as the childminder engages actively with them. This helps children to develop their language and social skills.

The childminder is aware of the benefits of taking children out into the community where they meet others and enjoy a range of different social and play experiences. For example, they attend other early years groups, visit the park and the shops and enjoy story time at the library. Children have some opportunities to make marks with different materials and are encouraged to develop their imagination through role playing or dressing-up. They explore their creativity through cookery sessions, such as making Easter cakes and sticking or designing items by painting their hand prints.

Children are comfortable in their surroundings and are encouraged to follow their own interests as they play. The childminder engages with them to develop their interests and encourage their thinking and offers a range of resources to support this. As a result, children are making suitable progress in their learning and are developing the skills, which they need for future learning.

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

The childminder gives children time and attention and offers them praise and encouragement for their achievements. This means that children establish warm and secure relationships with the childminder, which helps them to develop their confidence to initiate their own play and freely explore the environment. The childminder encourages parents to share information when they start, to help her support an easy transition from home by following children's familiar routines. For example, she talks to parents about any

particular favourite toys or comforters they may have, which helps them to settle. She completes a diary for parents of young children, so that they are kept informed of their basic routine needs.

Children's well-being is supported through the childminder's attention to their health and safety. For example, they are encouraged in daily routines, such as hand washing as they know this gets rid of 'horrible germs'. They move freely up and down the entrance area and into the dining room as they practise their crawling skills or go under the highchair or between the adult's legs. Play items are placed by the childminder on the floor or the sofa to encourage young children to reach out or to pull themselves up into a standing position. Children are given opportunities to handle small items, such as spoons and forks as they develop small muscle skills. They have regular opportunities to walk in the fresh air and benefit from exercise in the garden or on visits to the park.

The childminder regularly risk assesses the environment to ensure that it is safe for children to explore, which young ones confidently do; looking in, under and around furniture as they do so. She also reminds them about their own and others safety as they play and as a result, they are developing their own understanding of safety and a regard for other's welfare. She uses role play opportunities to reinforce children's road safety awareness. Children's health is well supported through a nutritious diet of healthy snacks, such as, fresh fruit and balanced meals and access to drinks, including water at all times. The childminder consults with parents to find out about any dietary needs or preferences children may have and does not introduce anything new without checking first with parents. While eating, children sit at the table and engage in easy conversation with the childminder, developing their social skills. They are encouraged in self-care skills, such as hand washing and potty training at an appropriate time for each individual child. This helps children to develop their independence for later transition into nursery and school.

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

The childminder has a clear understanding of how to keep children healthy and safe. She is aware of her role in protecting children from possible harm or neglect, the signs to be aware of and what procedures to follow. The childminder has attended training to further update her knowledge in this area and has a clear policy, which she shares with parents that includes the safe use of mobile telephones and cameras. She maintains a healthy and safe household and carries out both visual and written risk assessments to ensure all hazards are minimised. For example, she has sectioned off an area in the garden, devised a pet policy and consulted with parents to support the new addition of a dog into the family. All documentation is well maintained and updated to ensure that children's health and safety are promoted.

The childminder has attended a range of training courses since her last inspection to support her professional development, including the completion of an appropriate qualification at level 3. She has also addressed the areas for development raised at her last inspection. She is developing her knowledge and understanding of the learning and development requirements using her own research and through consultation with her

childminder colleagues. She is open to suggestions from the parents and has asked them to complete testimonials in advance of the inspection, which are very positive about her care and support of their children. However, she does not routinely reflect on her practice to identify strengths and weaknesses. This means that she does not properly consider the effectiveness of the activities that she carries out with the children, in order to assess whether they fully support their progress and next steps in their learning.

The childminder has established warm and positive relationships with parents, which in the main, helps her to support children as they settle in and make progress in their overall development. The childminder is well known at the local school, which helps to ensure that children's transitions are secure. However, she has not been proactive in establishing links with some other early years settings. As a result, opportunities for the childminder to work together with them to support children's progress by sharing relevant information are not utilised. The childminder has had some experience of caring for children with more specific needs and knows the importance of liaising closely with parents and other professionals to ensure that children are given the appropriate support and opportunities they need. She is aware of the progress check at age two years and understands the benefits of it in identifying any development issues early, in order to provide relevant support.

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	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	227586
Local authority	Birmingham
Inspection number	818345
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	06/11/2008
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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