

Inspection date	12/01/2015
Previous inspection date	19/11/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The childminder regularly exceeds the number of children permitted according to the requirement of the Early Years Foundation Stage. This practice compromises children's well-being.
- The childminder has not carried out the progress check for children aged between two and three years. This means that she does not have any arrangements in place to identify if children need additional support and to ensure they receive early support to assist their development.

It has the following strengths

- The childminder provides enjoyable experiences that adequately promote children's development and this supports them to make appropriate progress across all areas of learning.
- Children form strong attachments with the childminder and, as a result, they are confident and self-assured in her care.
- The childminder is informed about the procedures to report any concerns to ensure children in her care are protected.
- The childminder has built positive relationships with parents and other early years providers to ensure there is a shared understanding of children's need.

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 spoke with the childminder and the children throughout the inspection.
- The inspector looked at procedures, children's learning journals and other records.
- The inspector observed activities indoors.
- The inspector took account of written feedback from parents.

Inspector

Adelaide Griffith

Full report

Information about the setting

The childminder was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and an adult child in a house in Sutton Coldfield, West Midlands. The whole of the ground floor and the rear garden are used for childminding. The family has two cats. She collects children from the local pre-schools. There are currently eight children on roll, all of whom 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 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:

- ensure the number of children cared for at any one time does not exceed the maximum set out in the requirement of the Early Years Foundation Stage, to ensure children's safety and well-being are always effectively promoted
- develop the assessment arrangements to include the progress check for children aged between two and three years to identify children's development and if there are any areas that are not at the expected level of development so that early intervention can be sought.

Inspection judgements

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

Children have enjoyable learning experiences because the childminder provides suitable activities across all areas of learning. Children have well-developed language skills and they use complex sentences to explain their ideas and to express their views. The experienced childminder ensures children's individual needs are met during activities. For instance, she repeats rhyming words and children join in and add a few more, thereby demonstrating a good grasp of phonic sounds. This supports children with work they do in the nursery and appropriately maintains their learning. The childminder adapts activities for younger children by ensuring she involves them in naming colours. Children demonstrate good recall as they pretend to read stories that they have previously heard. The childminder uses all activities to promote children's learning. For instance, at dinner time she encourages them to count the number of children who are seated around the table. She includes challenge during activities for children so that they develop their mathematical skills. For instance, she asks them to work out answers to problems. The childminder plans around themes and also takes account of children's interests to ensure

their needs are met. For instance, children build high towers and describe these as big while they also correctly identify little structures, which are next to the towers. The childminder knows the children well and she provides challenges according to their needs. She regularly repeats words back to children aged two years so that they learn the correct pronunciation to promote their speaking skills. Children make progress in all areas of learning and they have well-developed language skills.

Initial assessments of children's learning are completed with parents to ensure the childminder has a clear understanding of their development. The childminder regularly carries out observations while they play and she generally assesses their development to note where they need support. However, the childminder has not carried out the progress check for children aged between two and three years although they have attended for a considerable period. This means that arrangements are not in place to ensure early intervention is sought if children need additional support to achieve the expected levels of development. That said, the childminder has high expectations and she appropriately provides planned activities that complement what children learn in nursery. For example, she ensures children can continue with activities, such as learning about feelings to follow on from the activities at nursery, where children learned about differences between people. This means that children can build on what they learn at nursery. The childminder has discussions with parents and ensures she shares the methods she uses to promote the speaking skills of children who need the support. Children have opportunities to develop their creative skills as they paint and draw. They are very imaginative and explain what their drawings represent as they produce self-portraits. The learning environment is welcoming due to a wide range of resources, which children explore and use to develop their free play activities as they wish.

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

Children's welfare is ineffectively promoted because the childminder fails to consistently meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Nevertheless, the childminder provides a welcoming environment and children settle quickly in her care. This means that the move from home to her setting is relatively stress-free for children. The childminder supports children to form strong attachments with herself and they grow confident in her care. As children attend the childminder's and other early years provision they develop social skills. They learn to interact well with others and are self-assured. For instance, they negotiate the use of resources during play. This means children develop the social and emotional skills that they need for their next stage in learning. Children are well-behaved and they spontaneously share and take turns during activities, demonstrating that they have regard for the needs of others.

Children gain a clear understanding of healthy eating because the childminder serves balanced meals. She encourages children to eat a wide selection of vegetables and she gives praise when they try the vegetables they do not like. Children enjoy pots of yoghurt and they have a choice of water or milk to complete their meals. Children have opportunities to be outside daily as they walk on the nursery run. They demonstrate good understanding of how to meet personal needs. For example, they know the importance of wrapping up to keep warm during the cold weather. They give examples of clothing, such

as coats, hats and scarves that should be worn to keep warm. The childminder carries out regular fire drills, ensuring children have an awareness of fire safety. They independently attend to their hygiene needs or receive minimal assistance to do so under close supervision from the childminder. The welcoming environment, with a wide range of resources, contributes appropriately to children's sense of belonging in the childminder's care.

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

The leadership and management of the provision are inadequate. The childminder regularly cares for more children than the requirements allow and this means that children's safety and welfare are compromised. Procedures are in place and shared with parents to ensure they have a clear understanding of her responsibilities to protect children. The childminder has completed training for the role of designated person for child protection and she has a sound understanding of her role. The childminder understands how children learn and develop. She regularly reviews the planning to ensure all areas of learning are included to meet children's individual needs. She often evaluates activities to ensure they are interesting and fully engage children. The childminder holds a level 3 qualification and this means that the quality of teaching effectively supports children's learning. She ensures she regularly updates her knowledge through her attendance on courses, such as workshops to promote children's personal, social and emotional development. This is reflected in the warm interaction with children who feel at ease in her provision.

There are positive partnerships with parents who receive daily feedback about their children's experiences. Parents are pleased with the care and support children receive, such as healthy meals and the development of children's language skills. The childminder provides detailed information about her service so that parents know what to expect. For instance, there is clear information about activities and where children need support for their learning. However, these assessments do not include information about the progress check for children between the ages of two and three years. The childminder regularly invites parents to comment on the service she offers and this contributes to the self-evaluation of her provision. Since the last inspection the childminder has made several changes but the recommendation to make assessments of children's learning are not fully met. The self-evaluation does not take account of significant weaknesses that impact adversely on children's care and learning. Children who attend the childminder's also attend other early years provisions. The childminder works closely with these providers to ensure children receive the support they need.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	228378
Local authority	Birmingham
Inspection number	866384
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19/11/2009
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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