

Inspection date	16/07/2014
Previous inspection date	11/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 provides good quality teaching that fully promotes children's learning. She consistently assesses children's achievements and plans further for their individual learning needs to ensure they make good progress in their development.
- Children form strong bonds of attachment and are happy in the care of the childminder. As a result, they are confident and they play well with others, learning to share resources.
- The childminder has a good understanding of her responsibility to protect children in her care, and this means they are kept safe at all times.
- There are strong partnerships with parents who are actively involved in their child's care and learning. This means that the childminder works well with parents to make meet children's individual needs.

It is not yet outstanding because

- The childminder does not always help children learn about the reasons for eating healthily.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of persons living and working on the premises.
- The inspector observed activities indoors and during outside play.
- The inspector spoke with the childminder, co-minder and children.
- The inspector looked at learning journals, children's files and records.
- The inspector took account of written feedback from parents and information from the childminder's parent survey.

Inspector

Adelaide Griffith

Full report

Information about the setting

The childminder was registered in 1984 on the Early Years Register and the compulsory part of the Childcare Register. She lives with one child, aged 15 years, in the Selly Oak area of Birmingham and works with a co-childminder. The whole of the ground floor of the childminder's house and the rear garden are used for childminding. She collects children from the local schools and pre-schools. The childminder supports a number of children who speak English as an additional language. There are currently nine children on roll, all of whom are in the early years age group and attend for a variety of sessions. She operates all year round, from 7.45am until 5.30pm, Monday to Friday, except for one week at Christmas and two weeks in August. 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:

- use routine activities more effectively to develop children's understanding of the benefits of healthy eating.

Inspection judgements

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

The childminder provides good-quality teaching that effectively promotes children's learning. She plans a wide range of stimulating activities and there is a strong emphasis on promoting children's language skills. This is apparent from the constant interaction and she uses every opportunity to build on all aspects of children's communication skills. When they sing nursery rhymes the childminder carefully models signing and children join in enthusiastically. They confidently sing most words and then clap, clearly demonstrating their enjoyment. The childminder engages children fully when she reads stories. She effectively promotes children's independence by encouraging them to choose favourite books. When they settle down she reads, and children point to pictures which clearly focuses their listening and attention. The childminder understands that children need to sound out words. For instance, she models language well and this means that children increase their vocabulary by repeating words. The childminder ensures that all activities are worthwhile learning opportunities, consistently promoting the prime areas of learning for children. For example, during outside play she talks about kicking and throwing large balls, and while children run around the childminder counts the number of times they repeat the actions. These effective methods introduce children to early mathematical skills in a fun way, and allow the childminder to observe where children need support to achieve their expected levels of development. For instance, the childminder competently provides challenge by encouraging children to jump on the trampoline. As they do so, children's coordination skills are extended and they develop good spatial awareness as they learn to

avoid bumping into others.

The childminder has discussions with parents about children's development, and clarifies at the outset what they can do. She builds on this by carrying out regular observations, and then plans competently for further learning, to maintain the good progress in their development. This includes the progress check for children aged between two and three years, which is shared with parents who agree the next steps in learning. The childminder observes babies and ensures she provides ample opportunities for them to develop their skills, such as crawling. She engages them fully and mirrors what parents do at home with their child. For instance, she uses routine activities to promote their independence skills, such as feeding themselves at mealtimes. She gives appropriate support to older children, so that they also learn to develop these skills in self-care. The childminder effectively supports children who speak English as an additional language. She obtains key words from parents and includes the English equivalent when she communicates with children. Children make good progress in speaking English, and this lays a firm foundation for their future learning.

Children join in with group activities, so they learn to concentrate for short periods, and the childminder builds on this according to their age and stage of development. This means that she provides tailored support according to their individual needs. As a result, children are beginning to gain some of the skills they need in preparation for school, such as participating in group activities. Children attend other settings, and the childminder regularly obtains information about their activities to complement what they learn in school and pre-school. For instance, she consistently supports children in their reading and phonics work. There is a vast range of good-quality resources, which the childminder uses imaginatively to provide interest, so that children enjoy their learning experiences. For instance, children can uncover a mirror, which is hung at their level, and see their reflection when they wear dressing up clothes. The childminder has developed an effective system to support children to identify resources with which they wish to play. A catalogue of cards that illustrate the available resources is always within reach. This means that the childminder can look through these with the children, encouraging them to choose according to their preferences. Children have many opportunities to explore their environment and to enjoy free play, which is sensitively supported by the childminder.

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

Children are happy in the care of the childminder, who provides a homely environment, where they are totally at ease. Frequent cuddles and one-to-one interaction help children to feel emotionally secure. They sit close by the childminder and look to her for support, clearly demonstrating a high level of trust and a strong bond of attachment. At the start, the childminder ensures she creates a firm foundation for the relationship to develop with children and parents. She agrees a settling-in period that is tailored to children's individual needs and this means they have sufficient time to grow used to herself. She continues with similar routines already established in the home, such as providing the weaning foods suggested for babies. The childminder sensitively prepares children when new children are coming into the setting. She allows time for children to play together for short periods during the settling-in phase. This means that when new children attend permanently, they

are readily welcomed by their peers. Children have opportunities to attend playgroups, where they mix with others and participate in a range of activities. Therefore, they learn to be self-assured in an environment which is away from the childminder's home. In turn, these experiences contribute positively to children's readiness for moving to other settings for the next stage in their learning.

Children are well behaved because the childminder uses age-appropriate methods to promote their good behaviour. She praises children frequently and constantly provides encouragement. Therefore, children's self-esteem is effectively promoted and they are confident to request help, for example, when they put shoes on for outside play. Children delight in playing in the well-resourced garden where they have opportunities to develop a wide range of physical skills. For example, they are challenged to kick and throw balls. Children learn to take risks by using knives and forks when they eat dinner. The childminder ensures they understand how to keep themselves safe by using cutlery appropriately. The childminder gives priority to children's safety and always supervises them during activities, such as lunch time.

The attention to healthy lifestyles is part of the ethos of the setting. The daily meals are freshly-cooked and include a wide range of vegetables. Although the childminder encourages children to talk about the food they eat she does not discuss reasons for eating the healthy options. Therefore, children's awareness of the benefits of healthy eating is not appropriately raised. Children enjoy their meals and drink regularly throughout the day. Babies eat pureed meals at a time that is suitable to their individual routines, as agreed with parents. All children can sleep or rest according to their needs and established patterns. When children prefer quiet sessions the childminder reads stories or allows time for free play with a wide selection of toys. Children have an enjoyable time in the care of the childminder because they feel at home in the welcoming environment.

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

The childminder has a good understanding of her role and responsibility to meet the requirements of the Early Years Foundation Stage. She is well informed about procedures to be followed if she has concerns about children in her care. She has jointly written the safeguarding policy with her co-minder and is confident to implement all procedures, including those related to whistle blowing. The childminder shares policies and procedures with parents, so that they understand her responsibility to keep children safe at all times. The childminder is highly organised and works closely with her co-minder to manage children's care and learning effectively. She takes main responsibility for the planning of the menu, and for liaising with schools and pre-schools. Since the last inspection the proactive childminder has attended many courses to enhance her skills for working with children. For instance, she has completed a National Vocational Qualification (NVQ) at level 3 in Childcare and Education and, consequently, is now more skilled at planning for and assessing children's progress. Thorough self-evaluation of the setting is completed with her co-minder and many changes have been made since the last inspection. In particular, the childminder carries out comprehensive risk assessments of the premises

indoors and outside. Children's play experiences outdoors are more challenging because the childminder constantly replaces equipment to ensure children develop a wide range of physical skills.

There is a well-established system for monitoring children's learning. The childminder and her co-minder have daily discussions about the planning and assessments to ensure they effectively support all children's progress. She regularly carries out peer observations with her co-minder, contributing to the high quality of teaching. This is a positive approach that helps the childminder who constantly reflects on her practice. This is further enhanced because she regularly attends childminding groups where she discusses practice issues with other early years practitioners. These various forms of support are meaningful for her professional development and contribute positively to good practice. The childminder is committed to maintaining good working relationships with parents. She ensures that there is clear communication each day, consistently sharing information with parents about their child's experiences. Daily diaries are completed for those parents who request this form of feedback. She passes on information from schools and discusses children's learning and progress regularly. Parents are pleased with the service they receive and reflect this in their responses to questionnaires. They express high levels of satisfaction with the progress children make in their social and language skills. Parents appreciate the homely environment the childminder provides. The childminder works well with other agencies, such as the local children's centre, where she regularly attends meetings to keep abreast of changes in the early years sector. Currently children who attend the childminder's also attend other settings. The childminder works equally well with these other early years providers to share information about children's development. This means that children get tailored support that effectively meets their individual needs.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	504672
Local authority	Birmingham
Inspection number	819361
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	11/03/2009
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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