

Inspection date

05/06/2014

Previous inspection date

24/02/2009

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 requires improvement

- The childminder builds strong relationships with both the parents and children. As a result, children settle quickly and are emotionally secure.
- Children are protected from harm because the childminder has attended safeguarding training and is aware of her responsibilities in keeping children safe.
- The childminder interacts well with the children, she provides a range of activities and uses suitable teaching methods to support children's learning.

It is not yet good because

- Observations and assessments are not being carried out frequently enough to help plan effectively for children's individual interests and next steps. As a result, children are not being fully challenged to make the best possible progress in all areas of learning.
- Children who speak English as an additional language are not always fully supported to make the best progress because the childminder does not use their home language to further support them in their learning.
- The system for self-evaluation has not yet been fully developed. Not all weaknesses are accurately identified and parents and children's views are not consistently sought to help prioritise areas for improvement.

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 carried out a tour of the childminders home.
- The inspector observed teaching and learning activities in the indoor environment.
- The inspector looked at children's assessment records and planning documentation and held discussions with the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Emma Daly

Full report

Information about the setting

The childminder was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their three children aged 22, 20 and 16 years in the Selly Oak area of Birmingham. All of the ground floor is used for childminding and the bathroom facilities are also on this level. Children have access to the garden for outside play. The family have two cockatiels and a cat. The childminder provides care all year round, from 8am to 6pm, Monday to Friday, except for family holidays. There are currently nine children on roll, four of whom are in the early years age range. The childminder holds an early years qualification at level 3. All children attend on a part-time basis. Children are taken to and collected from the local school. The childminder support children who speak English as an additional language. The childminder 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:

- improve the effectiveness of observations and assessment by; increasing the frequency of these to provide an accurate picture of how well each child is doing and use this information to plan the next steps in their learning to ensure activities clearly match future learning experiences, to enable children to make the best possible progress
- ensure opportunities are provided for children who speak English as an additional language to develop and use their home language in play and learning to fully support their progress in all areas of learning.

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

- develop self-evaluation by fully identifying, planning and prioritising what needs to be done to improve and give parents and children more opportunities to share their views and contribute to this process.

Inspection judgements

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

The childminder has an adequate understanding of the learning and development requirements of the Early Years Foundation Stage. She has a reasonable knowledge of the prime and specific areas and plans accordingly to cover the seven areas of learning. The childminder provides a reasonable balance of child-led and adult-led activities. As result,

children are generally engaged in purposeful play. The childminder responds to requests from the children and listens to what they like to do and play with. She is beginning to carry out observations on children to find out what they need to do next. However, observations are not carried out frequently enough and the information collected is not used accurately to plan for the next stage in children's learning. This results in some play opportunities, which lack sufficient interest to engage young children in order to help them learn effectively to make the best possible progress.

Children move freely around the environment and independently access a range of resources which support their interests. Younger children use a range of information communication technology and sensory toys to support their learning. Children develop their imagination as they play with the animals. They build towers with construction bricks, which support their hand and eye coordination. Children listen well to stories and enjoy singing their favourite nursery rhymes and playing musical instruments. The childminder uses effective teaching methods to develop children's learning, such as, getting down to their level and observing their actions and supporting when necessary to aid their learning further. She continually talks through the activities and repeats words to develop younger children's language. As a result, children are making suitable progress in their learning. However, the childminder has not yet fully developed her ideas for supporting children who speak English as an additional language so they can use their home language in their play. Consequently, some children are not fully engaged in all activities.

The childminder involves parents in their child's learning by collecting information from them during their settling-in period. This information is used to identify starting points and the childminder plans activities using information from parents to enable the children to settle quickly. The childminder completes daily diary's detailing the activities the children have taken part in to support home learning. The childminder encourages parents to fill in activities that children are doing at home including their achievements. As a result, children's learning is supported and extended by both parents and the childminder. The childminder provides opportunities for children to make marks and older children are encouraged to write their names. She is introducing letters, sounds and uses numbers throughout the daily routines. The childminder talks to the children about starting school and completes transition documents. As a result, children are appropriately prepared for their next stage in their learning and move to school.

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

Children are happy, secure and confident. They develop strong attachments with the childminder, they are cared for in a homely welcoming environment. The childminder gains information from parents around their children's care needs, interests and abilities during the settling-in process. The childminder uses this information to help them to settle in her home, which reassures and supports their self-esteem. In addition, the effective settling-in procedures help children to become familiar within their surroundings and supports transitions from home.

Parents provide healthy meals and snacks for their children and the childminder provides healthy snacks in the afternoon. Drinking water is available throughout the day and

children are reminded of the importance of healthy eating. Children's independence is promoted through a range of activities, including feeding themselves at meal times. Appropriate nappy changing and toilet training procedures are in place to ensure children receive the support they need to progress to the next stage. Children have access to the garden daily and they have a range of equipment to promote their physical skills, such as, ride on cars, bikes, slides, balls and hoops. They go on local trips to the park where they are able to take supervised, measured risks on the age appropriate equipment. The childminder takes the children to playgroup three mornings a week, where the children have the opportunity to mix with other children and take part in lots of craft activities. This supports children personal social and emotional development, well as, developing their creative skills. Children benefit from the drop off and pick up routine at the local school, as this helps them emotionally prepare for when they move on to school.

The childminder encourages all children to be friendly and sociable; she encourages children to share and take turns and respect each other's views and ideas. As a result, they feel valued with a strong sense of self-esteem. The childminder consistently praises children's achievements and uses positive language. Older children have developed house rules and model these to the younger children. Consequently, children's behaviour is good. Children move around the environment with ease and are regularly reminded of how to keep themselves safe. When walking to school or going on outings children are consistently reminded about safety rules, such as, walking close to the childminder, holding hands and crossing roads at the crossings. The children take part in regular fire drills and act out what they would do in a situation if a child was seriously poorly or injured. Older children model this to younger children. As a result, all children are developing an understanding for their personal safety.

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

The childminder has a reasonable understanding of the safeguarding and welfare requirements. She has attended safeguarding training and has a sound understanding of her responsibilities in protecting children. The childminder understands the signs that indicate a child may be at risk of harm and has a clear safeguarding procedure to follow. As a result, children's welfare is promoted and they are protected from harm. Policies and procedures are currently being reviewed by the childminder and being emailed out to parents to ensure they are effective and parents are aware of them. Detailed risk assessments are regularly reviewed and daily visual checks are completed to ensure children are being cared for in a safe and secure environment. The childminder has updated her first aid training and this has given her more confidence in dealing with accidents and the procedure to follow should a serious incident occur or if a child became seriously unwell. The childminder has used knowledge gained from this training to feedback to older children so that they are aware of what they must do should something serious happen.

The childminder is developing the systems for self-evaluation and is aware of some of her weaknesses. However, self-evaluation is not yet robust to fully identify priorities for improvements and parents and children are not always involved. As a result, the education

programmes are not fully tailored to meet all children's individual needs. Therefore, they are not fully supported to make the best possible progress. The childminder has identified she would like more support from the early years team to support her skills and professional development.

The childminder works in partnership with parents to ensure they are involved in their child's learning and she supports parents if either she or they have concerns around their child's development. However, the childminder does not gather parents contributions to her self-evaluation, which reduces the effectiveness of the partnership. The childminder works in partnership with other childminders; they regularly support one another and share good practice to support children's play and learning. The childminder works in partnership with the local schools and shares information to complement children's learning further.

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	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	504711
Local authority	Birmingham
Inspection number	877206
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	24/02/2009
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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