

Inspection date

03/12/2014

Previous inspection date

11/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 completes accurate, detailed assessments on children and effectively evaluates these in order to identify children's individual next steps. She plans a broad range of activities, so that children make good progress across all areas of learning.
- Children's communication and language development is supported very well because the childminder uses effective teaching methods to foster children's language.
- Children are emotionally secure because there are effective settling-in procedures, enabling the childminder to build strong relationships with both parents and children.
- The childminder is continually improving and enhancing her service. She regularly evaluates her practice and identifies priorities for improvement to strengthen practice even further.
- Children are protected from harm because the childminder has a good awareness of the safeguarding procedures. She places a high focus on health and safety and completes thorough risk assessments.

It is not yet outstanding because

- The childminder has not explored all ways of successfully engaging parents in their child's learning to fully maximise children's learning potential.
- The childminder has not fully developed a system to consistently exchange detailed information about children's progress with all settings that children attend, to enhance continuity of learning between settings.

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 had a tour of the childminder's home with the childminder.
- The inspector observed teaching and learning activities in the indoor environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the childminder.
- The inspector checked evidence of suitability of all adults in the household and the childminder's self-evaluation form.

Inspector

Emma Daly

Full report

Information about the setting

The childminder was registered in 2003, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children in a house in the Monkspath area of Solihull. The whole of the ground floor and first-floor bathroom are used for childminding. The childminder attends a toddler group and activities at the local children's centres. She visits the shops and park on a regular basis. She collects children from the local schools and nurseries. There are currently five children on roll. Of these, three are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

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

- enhance the good strategies in place to more fully engage all parents in their child's learning, by encouraging them to contribute more to home learning and share information about their child's achievements to extend children's learning potential even further
- strengthen the positive partnerships with other settings by sharing information with all of the settings children attend to provide an even more cohesive approach to children's care and learning.

Inspection judgements

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

The childminder has a good understand of how children learn and develop. She consistently uses very good teaching skills to support children's individual learning needs. The childminder identifies children's starting points using information gained from parents and her initial observations. She completes accurate assessments, which help her to identify children's next steps and shape future planning. As a result, children are engaged and challenged in their learning. The childminder provides a wealth of opportunities based on children's interests to promote and extend their learning further. She understands the importance of focusing on the three prime areas of learning, in order for the youngest children to gain the skills needed to be ready to develop well across all areas of learning. The childminder completes the progress check for children aged between two and three years, by evaluating children's development in the three prime areas of learning. She consults with parents and their views and comments are taken into account. This enables the childminder to identify any areas of concern, or areas in which a child may be excelling, in order to accurately plan for children's future learning or gain additional help if

needed. The childminder ensures all activities are tailored to the individual needs of each child. She effectively adapts them to suit different ages and abilities. As a result, children are well supported to make good progress towards the early learning goals.

Children are motivated and engaged in purposeful play, and the childminder supports their learning very well. She interacts effectively with the children by getting down to their level to join in with their chosen play. For example, as children play with the role-play food, she instinctively knows when to intervene. Children experiment and try things out as the childminder questions them to support their imagination. For example, as children pretend to make a cup of tea, the childminder talks to them about the process of making it, including asking how many sugars they are putting in and what they will need to do to cool it down. This motivates children to become deeply curious and stimulates their play for sustained periods of time, promoting their independent learning. The childminder recognises when children are starting to lose interest in an activity, and quickly changes it by giving children ideas and allowing them to make choices. As children show their interest in puzzles, the childminder provides a wide range of puzzles that are suitable for different abilities. This enables all children to have ago and become challenged in their learning. Children keep trying and skilfully match pieces together with encouragement from the childminder and each other. Consequently, children are developing their problem-solving skills and are actively involved in their learning. Children's physical skills are well supported as children enjoy music and movement. They show their excitement when the music starts and confidently move their bodies to the music and join in with the actions and songs.

Children's communication and language are very well supported because the childminder consistently talks and listens to the children. She recognises children are at different stages in their language development, and she skilfully adapts her questions and language to effectively support all children. The childminder encourages children to extend their communication skills through engaging them in conversation. She models words and uses repetition to clarify children's vocabulary. This enables children to build confidence as they develop their early language. Children experience creative activities and the childminder encourages them to independently use the resources available to create their own ideas. Children have access to a wide variety of writing equipment and they are encouraged to make marks and gain good pencil control to prepare them for their early writing. The childminder recognises when children are beginning to show an interest in counting. She uses counting and numbers throughout many activities and routines. Children particularly enjoy singing songs and nursery rhymes with numbers and are very confident when singing them. Consequently, children are developing their counting skills from a young age, which supports their mathematical development. Children's personal, social and emotional development are promoted particularly well. They develop the confidence to try new things because the childminder continually praises them for their efforts and achievements. Children are regularly encouraged to work together and join in with group games. As a result, children are acquiring the skills, attitudes and dispositions needed for their next stage in learning.

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

Children settle quickly in this homely and welcoming environment because the childminder tailors settling-in sessions to each child's individual needs. She continually works with parents and gains information from them in order to support children's emotional well-being as they adjust to change when they first arrive. Children build secure attachments with the childminder because she takes the time to get to know them well. As a result, children are confident, self-assured and happy as they move around their environment.

Children display positive behaviour because the childminder places a high focus of using positive praise and language. She gets down to children's level and calmly talks to them about boundaries and expectations, using age-appropriate explanations. The childminder encourages children to share and take turns from a young age. As a result, children are beginning to understand boundaries and learn quickly how to manage their own feelings and behaviour. Children display a positive sense of self-esteem and a strong sense of belonging because the childminder values all children as individuals and encourages children to value and respect each other. The childminder effectively prepares children for their move on to school and nursery because she consistently talks to them about how they are feeling. Children regularly visit the school when the childminder picks up older children, which enables children to become familiar with their new surroundings.

The childminder supports children in understanding about healthy lifestyles and good hygiene practices. Children are offered a wide variety of healthy snacks and meals and understand the importance of hand washing to keep healthy and well. Their independence is promoted as the childminder encourages children to become involved in choosing their snacks and meals. Children fully understand their routines and demonstrate this through helping to tidy away and walking straight to the bathroom to wash their hands when the childminder says, 'It's lunchtime'. Each child has their own labelled flannel and the childminder supports them well, so that they learn quickly which one is theirs to prevent the risk of cross-infection. Children's intimate care needs are sensitively met. The childminder works in partnership with parents to support children who are toilet training. She effectively encourages children to use the toilet and gives them lots of praise and recognition for this. Children are proud to show off the stickers that they receive. Consequently, they are gaining a real sense of achievement. Children have daily opportunities for fresh air and exercise through outdoor play, going on trips and visits, and walking to and from school. They enjoy a range of activities outside, which promotes their physical skills, such as negotiating space as they ride on bikes and cars and use balls and hoops to develop their coordination skills. Children are able to take measured risks on age-appropriate equipment when they visit the park and toddler groups. The childminder closely supervises children to ensure they are kept safe at all times. Consequently, children are beginning to have an awareness of danger and are gaining the confidence to try new things.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She has a clear safeguarding policy in place and understands her responsibilities in protecting children from harm. The childminder has a good understanding of the known

indicators of abuse, and is confident to deal with concerns if they arise. As a result, children are effectively protected from harm. All required checks have been completed on the childminder and the adults in the household, to ascertain their suitability and reassure parents with regard to their children's welfare. Robust policies and procedures are in place and shared with parents, which support the childminder's good practice. The childminder has completed all required training, including first aid and safeguarding. Detailed risk assessments are in place to ensure any hazards are identified and minimised. As a result, children's welfare is effectively supported.

Partnerships with parents are good. The childminder has built good relationships with them, and shares daily information about children's individual care routines and the activities children have enjoyed taking part in. Daily diaries go home and parents are encouraged to contribute to them. However, this system is not fully successful in encouraging all parents to consistently share information about their child's learning at home, to enable the childminder to maximise children's learning potential. Nevertheless, parents are involved in the formative assessments that take place, including the progress check for children aged between two and three years. The childminder has built very good links with the local school and nursery she takes children to. She effectively shares information around children's progress and next steps and gains ideas of how she can complement children's learning further. However, the childminder is less successful in building these relationships with other settings that children attend. As a result, opportunities to extend and complement children's experiences across all settings are not fully exploited. Nevertheless, the childminder works hard to create a well-planned, purposeful environment. She provides children with a quality learning experience that is preparing them for the next stage in their learning.

The childminder has a good understanding of the learning and development requirements. She regularly evaluates her practice through reviewing the progress children are making, observing children's engagement in activities and reviewing the environment and activities on offer. The childminder evaluates children's monitoring records to identify if there are any gaps in their learning. This enables her to focus activities more sharply to ensure these gaps close quickly. The childminder regularly involves parents and children in self-evaluation by asking for their feedback. She discusses with older children what they like best about the activities on offer, and continually talks to parents about the service she provides, asking for their views on how she can continue to enhance it. This ensures she is able to continually improve and strengthen her practice even further.

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	EY246885
Local authority	Solihull
Inspection number	872584
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	11/12/2009
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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