

Inspection date

14/03/2013

Previous inspection date

05/02/2009

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

- Children are cared for in a warm, welcoming family home where they feel comfortable and secure. The childminder works well with parents to ensure children's individual needs are closely monitored and their overall well-being is promoted effectively.
- Children make good progress in their learning and development because the childminder fosters their individual interests and organises the learning environment to enable children to initiate their own play and develop their curiosity and imagination.
- The childminder uses consistent and clear boundaries for children, who develop a good understanding of acceptable behaviour. This helps children develop positive relationships and helpful attitudes towards each other.

It is not yet outstanding because

- The childminder is not fully secure in her knowledge and understanding of how to implement the progress check at age two, to ensure parents are fully informed about this stage of their child's development in the prime areas of learning.
- Opportunities for parents and children to contribute to self-evaluation are not maximised to assist in identifying areas for further 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector conducted a tour of the premises during the inspection.
- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder.
- The inspector looked at a range of documentation, including a selection of policies and procedures, evidence of the suitability of adults living on the premises and children's learning and development records.

Inspector

Jacqueline Nation

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged 11 and 12 years in the Acocks Green area of Birmingham. The childminder uses the whole ground floor of the house and the rear garden for childminding. First floor rooms are not used, except for access to the bathroom. The family has a pet dog and cat.

The childminder attends a local stay and play group, and visits local shops and parks on a regular basis. She collects children from local schools and nurseries. There are currently six children on roll, one of whom is in the early years age range. The childminder operates all year round from 6.45am until 6pm, Monday to Friday, except for family holidays. She is a member of the National Childminding Association and holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- develop further knowledge about how to implement the progress check at age two and share this with parents to ensure they have a clear picture of their child's progress in the prime areas of learning, in order to support their ongoing development.
- build on self-evaluation by extending how the views of parents and children are incorporated, to assist in identifying areas for further improvement.

Inspection judgements

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

Children are happy and comfortable in this welcoming family home. The childminder has a secure knowledge of the prime and specific areas of learning to effectively support children's development. She has a secure understanding of how to engage children in their learning by capturing their individual interests, and planning activities around these to support their learning. She interacts very well with the children and this helps to promote their confidence, independence and communication skills. This shows the quality of teaching is good and children's progress is well supported. Each child has their own learning and development record which gives an overview of their progress and the planned next steps in learning. This information is shared with parents to keep them fully

involved in their child's learning. The childminder makes good use of the guidance available to support her in monitoring children's learning and development. She places a strong focus on promoting learning in the prime areas, and this ensures children have a firm knowledge base from which they can build on, explore and learn new skills. However, the childminder is not wholly clear about how to implement the progress check at age two years, to ensure parents are provided with a clear picture of their child's progress at this stage in their development.

Children enjoy a well-organised environment where they can select resources to support their play and develop independence. The childminder skilfully involves herself in children's play; she sits at their level to encourage their learning and conversations. She also gives them time to play at their own pace with activities and resources they enjoy. Children like exploring the toys in the play kitchen, and they investigate electronic toys to find out how they work, by pushing buttons and repeating the letter sound they hear.

A key focus for the childminder is supporting children's emerging communication and language skills. She listens carefully to what children say, asks them questions to prompt a response and gives them time to respond; new words and ideas are introduced during play. Children enjoy the time spent each day singing rhymes and number songs and sitting with the childminder looking at picture books. This helps foster their language development and helps them form close attachments. The childminder recognises that children learn well through play, self-chosen and everyday activities, and while on outings. She uses these occasions for counting and discussions about size, shape and colour. Children look for numbers on buses and front doors as they walk to the shops and explore the local area. Children's mathematical skills are further supported as children try their skills by threading buttons onto laces and completing puzzles.

Children have good opportunities to practise their early writing skills using a range of resources, such as, sketch pads, paint, felt pens and chalks. Younger children's enjoyment is evident as they see the marks they make on the paper. A variety of resources are introduced to encourage younger children's interest and involvement in creative activities. For example, they can take part in cutting and sticking activities, junk modelling and painting. Children learn about the benefits of physical exercise and fresh air. They spend time in the garden, walk to stay and play groups, and visit local parks where they play on swings and slides. This helps to promote children's physical skills and confidence. Children's understanding of the world is enriched by visits to the nature centre where they can observe a range of animals. They learn about the life cycle of a butterfly, and ultimately take pleasure from releasing the butterflies in the garden. Children develop their understanding of diversity effectively and play with resources that reflect positive images of a wider society, such as books, dolls and play figures. They learn about different festivals and celebrations during the year, such as Easter and Chinese New Year. Overall, children are well supported and enjoy their time with the childminder. They are progressing well and developing valuable skills, to be ready for the next stages in their learning.

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

Children enjoy a warm and caring relationship with the childminder and show through their play that they feel safe and secure. They play comfortably in the childminder's home and move around safely and confidently, making choices about what they would like to do. Resources are of good quality, easily accessible and attractively displayed to encourage children's involvement. This fosters their independence skills and self-motivation. The childminder plans effectively to ensure children are happy during their time with her, and works closely with parents to make sure children's individual needs are met. The childminder is aware of each child's interests and unique characteristics, and this helps children form secure emotional attachments. The childminder knows the children well and is very aware of the signs when a child is getting tired or needs reassurance. She gives children time during daily care routines and snack times, and lets them move on at their own pace, providing a sense of calm and making children feel special. Good attention is given to keeping children safe while on outings, and they learn about road and fire safety through planned topics and a range of activities. Emergency evacuation procedures are carried out regularly so that children know what to do in the event of a fire.

Children's personal, social and emotional development is fostered effectively. The childminder is focused on helping children develop positive relationships and understand the rules for being together. Children's behaviour is good and they learn to share, help tidy up and use good manners. The childminder has a calm and patient approach, and gentle reminders and explanations help children to learn about right and wrong. The childminder acknowledges children's achievements with praise, hugs and smiles. This promotes their self-esteem and confidence.

Inclusion is given good attention and all children are warmly welcomed, valued and respected. The childminder communicates effectively with parents. Daily discussions provide parents with information about their child's care routines and achievements. The childminder is fully aware of the importance of liaising with other professionals to ensure children receive any additional support they need, and that transitions to nurseries or school are smooth and children are fully supported.

Children's welfare is supported effectively and they benefit from good levels of attention and care. All the required documents to promote their care and well-being are in place; for example, attendance registers, accident and medication records are maintained accurately. The childminder has completed paediatric first aid training to ensure children receive the appropriate treatment. Children wash their hands before eating, enjoy healthy snacks, such as fresh fruit and wholemeal toast, and enjoy a wide range of well-balanced and nutritious meals.

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

The childminder is confident in her understanding of safeguarding issues and ensuring children are kept safe at all times. She has a secure understanding of the procedures to follow in the event of a concern about a child in her care. The childminder has completed safeguarding training and her policy is shared with parents to ensure they are suitably informed. The childminder's knowledge of the welfare requirements is strong and

children's safety is well promoted. Risk assessments are effective and cover the premises, garden and outings. Equipment, such as safety gates and cupboard locks, is used to minimise potential hazards to children.

The childminder demonstrates a good commitment to improving her service by undertaking training, reflecting on practice and working closely with the local authority. She has recently completed a recognised early years qualification, and the skills and knowledge gained are reflected in her practice. There is still room to further enhance the quality and improvement of the provision by building on self-evaluation. For example, there is scope to extend how the views of parents and children are incorporated, to further assist in identifying areas for future improvement.

The childminder is committed to ensuring children are safe, happy and make good progress in all aspects of learning and development. She uses her good knowledge and understanding of the learning and development requirements to support children in moving forward in their learning through free play or planned activities. Monitoring of the educational programmes works well to ensure children achieve and make good progress towards the early learning goals. Children benefit from good information sharing and partnerships with parents, other providers and agencies. This ensures their needs are identified and well met. Parents are well informed about the childminding provision and receive a good level of information from the outset. This includes a wide range of policies and procedures which explain how the provision operates. All the required documentation and parental consents are in place and stored to ensure confidentiality.

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	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	EY310991
Local authority	Birmingham
Inspection number	820381
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
Name of provider	
Date of previous inspection	05/02/2009
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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