

Inspection date	06/02/2013
Previous inspection date	11/09/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder has a very thorough knowledge of the Early Years Foundation Stage and provides a huge range of exciting and challenging learning opportunities for children. All areas of learning are covered in depth. As a result, children enjoy their time with the childminder and make rapid progress towards the early learning goals.
- Children are extremely safe in the childminder's care as she has a very comprehensive knowledge of child protection and implements very effective policies and procedures which ensure that children are safe.
- Children's health and well-being is nurtured exceptionally well. They learn about growing and eating healthy food and gain independence in their personal care routines. They are very secure and happy in the homely environment of the childminder's house.
- The childminder evaluates and monitors all aspects of her provision meticulously in order to identify areas for improvement. The views of children and parents are included so that all their needs are fully met.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed the childminder engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector looked at children's assessment records, planning, and a range of other documentation.
- The inspector looked at and discussed the childminder's self-evaluation form and improvement plans.
- The inspector held discussions with the childminder and children.
- The inspector took account of the views of parents and carers and children, including the childminder's recent parent survey.

Inspector

Catherine Sharkey

Full Report

Information about the setting

The childminder was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in a house in Rednal, Birmingham, and uses the whole of the ground floor and the first floor bathroom for childminding.

There is a fully enclosed garden used for outdoor play. The house is accessed via two steps.

The childminder visits the local shops and park on a regular basis and she collects children from the local schools and pre-schools. There are currently seven children on roll, six of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. She is a member of the National Childminding Association.

What the setting needs to do to improve further

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

- continue to further develop ongoing training and professional development in order to maintain the high quality provision so that children continue to receive challenging and stimulating learning experiences.

Inspection judgements

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

The childminder plans exciting topics for children throughout the year which are very well thought out. Each area of learning is covered in depth and children experience a very good balance of learning opportunities. The childminder obtains detailed information from parents about what children can do so that she has a starting point to work from. She makes detailed observations of children in relation to the early learning goals and uses this information to plan their next steps in their learning. She knows the children very well and includes their interests in her planning so that their needs are fully met. The childminder incorporates and supports each child's next steps in learning during activities and daily routines so that they make very good progress. She uses information from parents to contribute to a clear picture of children's achievements in their progress check at age two.

There is a strong partnership with parents and carers and they exchange information about their children's progress and routines with the childminder each day. They work together to encourage children's positive behaviour and enhance their learning at home by continuing activities or looking at books with them. They may see their child's 'learning journey' at any time and make contributions to these, which means they are fully involved in their children's learning. This enables the childminder to gain a complete picture of children's learning and development, both at home and at the setting, in order to plan for their needs precisely. A diary about children's routines and activities is shared between the childminder and parents so that children's progress is closely monitored and parents are

kept extremely well informed.

All children take part in a wide range of exciting and interesting activities. Recent topics include healthy eating and Chinese New Year. Children eat lychees and prawn crackers and make lanterns with dragon pictures on them to find out about some of the traditions. Children's learning in each theme is enhanced through their visits to the library to look for books related to the topic so that they are able to choose the ones that interest them. Older children are beginning to recognise the sounds and shapes of letters and are able to form them correctly with help from the childminder. Younger children develop early reading skills through playing matching games with cards and by doing many puzzles and jigsaws. Children choose from an extensive range of toys and resources in the playroom. They are able to access these easily from low-level storage units or from the floor. The childminder develops children's mathematical skills very well through their daily routines, such as, when an older child is asked to say which numbers are on the croquet hoops or when they count the cards in the snap game. The childminder asks an older child if they are able to recognise the number on the croquet hoop, which number comes before and after it and how many they can count to. She extends children's thinking extremely well through her questioning and ensures that her interaction in their play challenges and stimulates them and maximises their learning.

Children are very imaginative as they have pretend phone conversations with their parents and they develop their technological skills extremely well through the use of computers, old keyboards and a huge range of exciting push-button toys. They find out about their environment through regular trips to the park to feed the ducks or to have picnics in the summer. They develop their physical skills very well as they use the trampoline and the bats and balls in the garden and the soft play equipment at a playgroup they attend each week. Children enjoy exploring many textures, such as paint, jelly, spaghetti or play dough. They explore shells in the sand tray and see changes in materials when they bake cakes or play in the snow. The childminder develops children's communication and language skills very effectively. She encourages younger children to repeat words and to name objects and explains what she means by 'shuffling' the cards in the snap game. Children make very good progress as they are given stimulating and challenging learning opportunities so that they are ready for their next stage in learning.

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

Children are extremely happy and secure in the childminder's care. They enjoy playing with her and have very good relationships with each other. Parents stay to settle children when they first start until they become familiar with the childminder. They may bring a comfort toy if they wish. As a result, children make a very smooth transition from home into the childminder's care. Behaviour is excellent and children are calm and happy to let the childminder know if they are cold or sleepy. Younger children sleep in cots upstairs and are checked every 15 minutes. The childminder's home provides a warm, comfortable and homely atmosphere in which children are extremely well cared for. They have fresh air and exercise in the garden each day and on their trips around the local area. Children are able to take risks on the trampoline with close supervision so that they increase their confidence in wanting to try new activities so that they build on their skills and use them

in other contexts. This develops their independence very well and means they are extremely well prepared for nursery or school.

The childminder provides children with healthy fruit snacks and nutritious home-cooked meals and teaches them about which foods are good for them. They grow some of their own fruit and vegetables and take part in food tasting activities and a healthy eating topic to enhance this learning. Children are learning to be independent as they manage their cutlery very well at meal times and access their own drinking cups. Older children are able to fasten their shoes and boots and put their own coats on. Children are supervised when using the bathroom as it is upstairs, and they have their own towels to prevent cross-infection. They clean their teeth after meals and learn about how to look after their bodies. These practices enable children to learn about good hygiene routines from an early age.

Children are gaining confidence as the childminder encourages them to be independent and praises them for their achievements. They join in with singing songs together or sing happily on their own as they play. Transition to other settings is greatly eased as the childminder has close links with staff at local nurseries and playgroups. She shares information about children's progress and needs and supports parents in finding out about children's new settings. The childminder discusses the changes with children and gets relevant books from the library to look at together so that they know what to expect and feel secure.

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

The childminder reflects on her planning and children's learning each week so that she is able to adapt this to ensure all children are making the best progress. She fills in a self-evaluation form in great detail. This covers all aspects of her provision and enables her to identify and address areas for improvement. The views of parents, carers and children are included in the evaluation through discussion and questionnaires, so that all their needs are fully met. The childminder is very highly motivated in her ongoing training and professional development, and accesses training courses regularly in order to continue to update her knowledge and skills. This means that she provides high quality, challenging learning experiences for all children.

Her meticulous record keeping and highly effective policies and procedures ensure children's welfare and safety while they are in her care. She has a thorough understanding of child protection and safeguarding and she carries out detailed and comprehensive risk assessments which cover the premises and outings. This means that children are safe at all times. She teaches children to keep themselves safe through discussions about road safety and stranger danger. She carries out regular fire drills and smoke alarm checks and obtains parental consent for all medication.

The childminder has close links with other local early years providers. She accesses information through the National Childminding Association and Ofsted websites and publications and is supported by the local early years adviser. This means she is able to

share ideas and best practice on a regular basis and is able to monitor her provision very effectively. The childminder exchanges information with staff at other settings children attend, so that she is able to provide consistency in their care and complement their learning.

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	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. 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	EY362617
Local authority	Birmingham
Inspection number	821056
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	7
Number of children on roll	7
Name of provider	
Date of previous inspection	11/09/2009
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 that are usually their 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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