

Inspection date

14/03/2013

Previous inspection date

19/06/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 is satisfactory

- The childminder establishes warm, affectionate bonds with children. This results in children feeling safe, settled and secure while they are in her care.
- Children are happy and engaged in what they do. They sit and concentrate for long periods of time, particularly creative activities, such as colouring, painting and sticking.
- Children are particularly caring and considerate towards each other. Older children are very patient and tolerant of the younger children as they join in their games. They willingly offer help and support when needed so that all children are included.

It is not yet good because

- The childminder's understanding of the revised Statutory Framework for the Early Years Foundation Stage and supporting guidance is not yet fully secure. This means that she does not consistently use accurate assessments to identify what children need to learn next and plan challenging learning experiences to fully support children's overall progress.
- Children's learning and development needs are not consistently met as the childminder does not engage with all of the early years settings that children attend.
- Self-evaluation is not used effectively to clearly target areas for improvement or to assess how any changes are successfully implemented.

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 looked at documentation including safeguarding, risk assessments and children's records.
- The inspector had discussions with the childminder.
- The inspector observed activities and engaged with the children.
- The inspector looked at children's development records and discussed their progress with the childminder.

Inspector

Sally Smith

Full Report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who is registered as an assistant, and two children aged 11 and eight years in Solihull, West Midlands. The whole of the house and the rear garden are used for childminding.

The childminder attends local community groups and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently eight children on roll, three of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7.30am to 6pm, Monday to Thursday, except Bank Holidays and family holidays.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- promote the learning and development of all children by increasing understanding of the revised Statutory Framework for the Early Years Foundation Stage and supporting guidance, using accurate assessments more effectively to identify what children need to learn next, and planning challenging learning experiences that will fully support children's overall progress.

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

- improve further the flow of information between all early years settings that children attend, to help ensure their individual learning and development needs are continually met
- use self-evaluation more effectively to clearly target areas for improvement that will enhance the quality of the provision, and develop methods for ensuring any changes are successfully implemented.

Inspection judgements

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

The childminder is continuing to develop her knowledge of the revised Statutory Framework for the Early Years Foundation Stage in order to guide and support children's learning. She talks to parents about children's needs, routines and stages of development, which helps her in establishing children's starting points. She is beginning to observe children during planned activities and as they play. She makes some written notes and takes photographs to support these observations, making links to the seven areas of learning. This helps her to ensure that children are offered balanced opportunities in each of these areas. However, her observations and assessments are not sufficient in depth and detail. She is not yet confident in using the Development Matters in the Early Years Foundation Stage guidance. As a result, this impacts on her ability to make accurate assessments of children's development, track their progress and plan a more stimulating environment to promote children's learning to the full. Although activities are not always sharply focused on children's precise learning needs, they support children to make suitable progress.

The quality of teaching is satisfactory. The childminder engages appropriately with all children, for example, they sit on the floor together to play a matching game. Younger children snuggle up on the childminder's lap while the older ones form a circle. The childminder introduces new sounds and vocabulary during children's play. She uses and repeats single words with younger children so that they can gradually link the word to its meaning or context. For example, when playing a board game, she names the colours on the dice. She encourages children to find the corresponding counter and then reinforces the name of the colour again. She asks children to repeat noises that various animals make. Older children are encouraged to talk about what they are doing. This promotes their communication and language skills. Children count how many counters they have collected and how many more they need to win. They make comparisons, for example, 'I only need two more but you need three'. This means they are developing their mathematical skills and using the vocabulary involved in addition.

Children make suitable progress in their physical development and often walk to shops and local parks. As the school is some distance away, children travel by car, although on occasions, the childminder stops halfway so that children can walk for the remainder of the journey. Children regularly play in the garden, often initiating this themselves as they ask the childminder if they can play outside. They put on their own coats and shoes, supported by the childminder, who is on hand to help if required. They run around, use various wheeled toys and play with other equipment, such as bats and balls. Other forms of exercise are regularly included, such as action rhymes where wiggling their bottoms provides much amusement. This helps children to develop a positive attitude to exercise.

Children participate in activities which enable them to explore different media and materials. They sit and make St Patrick's Day cards which the childminder has already prepared. The childminder shows children a picture of St Patrick on the laptop so that they can observe the colour of his clothes. When they have finished, they form the letters of their names, helping to develop their writing skills. Children develop small muscle skills as they use glue to make masks and attach shiny shapes with their hands. They carefully scrape any residue glue on the side of the pot before completing the task. However, these activities are very adult-led as everything is printed off, drawn or cut out by the childminder beforehand. This limits opportunities for them to think, develop their own

ideas and choose their own ways of doing things.

Children are offered relevant play opportunities and activities that support them in developing an understanding of diversity and other ways of life. For example, they are made aware of different cultural and religious events, ethnicity and blended families. This helps in raising their awareness of the differences between themselves and others and the diverse world in which they live.

The childminder provides parents with opportunities to discuss what children are doing at home. She shares some information to show what children have been doing at the setting. The childminder listens to their suggestions for any general areas of development they wish the childminder to focus on. This means that parents are sufficiently involved in children's learning. The childminder plans a suitable range of activities to help promote children's readiness for nursery and school.

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

Children form warm and secure relationships with the childminder and are totally at ease in her presence. Information is regularly obtained and shared with parents regarding children's care needs. This enables the childminder to follow home routines, for example, their sleep patterns, so that children feel safe and secure. Settling in takes as long as necessary, dependent on the individual child, so that their anxieties are reduced and they become accustomed to their surroundings. This ensures that transitions between the children's homes and the setting are smooth.

Children appear at home in their surroundings, seeking out their toys, helping themselves to drinks and making decisions about their play, for example, whether to play inside or in the garden. The childminder organises the indoor environment sufficiently so that children have access to an adequate range of resources. She ensures that those available meet children's needs and interests. Children move around the room safely and handle the equipment they use with care. They are aware of the fire evacuation procedures as these are practised regularly. They know that they must listen to the childminder and exit the house quickly. This promotes their safety awareness.

The childminder is a positive role model. She is supportive of the children in her care, so that they learn to share, take turns and show consideration and respect for others. Older children happily play games with the younger children, showing great tolerance and patience. The childminder sets clear boundaries and children follow these without question. As a result, they help to tidy away their toys when asked and often wash their hands without prompting, before sitting at the table to eat their food. The childminder regularly praises children for their efforts and achievements, helping to develop their confidence and self-esteem.

The childminder provides healthy snacks and meals for children. They regularly tuck into a variety of fresh fruit and vegetables. The childminder is vigilant in ensuring children's dietary requirements are met so that their health and well-being are not compromised in any way. She goes out of her way to ensure that those with specific dietary needs are

included at all times. For example, she provides an individual 'treat' box of special foods when other children have party food. Children sit together at the table so that mealtimes are sociable occasions where they take time to talk and savour their food. Children show an interest and desire to dress themselves, for example, putting on their own coats and shoes before running outside to play. They only ask for help if absolutely necessary, for example, when a sleeve is inside out. This helps to develop children's independence. The childminder does not currently care for any children with special educational needs and/or disabilities, although she is aware of the importance of liaising with other professionals. This helps to ensure that children are supported should the need arise. The childminder has adequate arrangements in place to prepare children for their transition to nursery and school.

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

The childminder demonstrates a satisfactory knowledge and understanding of the safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage. She is aware of the signs to alert her to any child protection concerns and to whom these should be reported. Risks within the home are identified and minimised so that children's safety is promoted. The childminder has a range of policies and procedures which are updated regularly in line with current legislation. For example, her safeguarding policy clearly outlines the use of mobile phones and cameras within the setting for both herself and parents. Her policies are adhered to at all times to ensure that children's health and safety is promoted.

The childminder is increasing her knowledge and understanding of the learning and development requirements. She recognises the need to further improve her systems for observing and assessing children's progress across all areas of learning and to plan their next steps more effectively. She is keen to increase her knowledge of child development and is currently completing a relevant degree. Through her training, she is beginning to make subtle changes to her practice, for example, revising her policies and procedures. In addition, visits to other early years settings have made her more aware of the importance in promoting diversity and children's understanding of different kinds of families. She understands the purpose of self-evaluation and consults with parents informally about the quality of the setting. However, she has not fully reflected on her practice to identify strengths and weaknesses in order to drive improvement and support children's achievements over time. Methods to ensure any changes are successfully implemented are not yet rigorous. This means self-evaluation is not as well established as it could be.

The childminder generally develops sound relationships with other early years settings involved in supporting children's care and education. This means that, in most instances, children's transitions are smooth, particularly into the local school nursery and reception class. However, the childminder has not been proactive in approaching settings who are less communicative and willing to engage, so that there is consistency in children's learning and development.

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 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	EY365018
Local authority	Solihull
Inspection number	807887
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19/06/2012
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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