

Inspection date	04/12/2012
Previous inspection date	23/07/2009

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

- The childminder provides stimulating activities, such as food tasting, to promote children's learning. They are effectively challenged through these experiences. The good balance of adult-led activities and child-initiated play provides opportunities for children to become active learners who take control and direct their own play.
- The childminder provides a welcoming environment where children are totally at ease and secure. As a result, they form strong relationships and learn to develop respect for others by sharing and taking turns during activities.
- The childminder has effective procedures to safeguard children's welfare at all times. She works very well with parents and other early years providers to maintain continuity in children's learning and to ensure their individual needs are effectively met.
- Children's awareness of safety is developing well, for example, when they learn how to cross the road. As a result, they are learning to maintain their personal safety.

It is not yet outstanding because

- The childminder does not fully discuss all aspects of children's care and learning with parents when they first start. As a result, parents do not contribute fully to the initial assessment of learning to influence planning.

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 activities in two rooms.
- The inspector looked at children's records and other documentation.
- The inspector read letters written by parents.
- The inspector reviewed the copy of the self-evaluation process and held discussions with the childminder.

Inspector

Adelaide Griffith

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 and one child aged five years in the Harborne area of Birmingham. The whole of the ground floor and the rear garden are used for childminding. The childminder collects children from local schools and pre-schools.

The childminder currently has two children on roll, both of whom are in the early years

age group and attend for a variety of sessions. She operates all year round from 7.30am to 6pm Monday to Friday, except for Bank Holidays and 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:

- review arrangements to obtain detailed information about children's development from parents to ensure they contribute fully to the assessment of their children's learning when they start in the provision.

Inspection judgements

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

The childminder provides interesting activities to promote children's development across all areas of learning. She introduces new experiences, such as food tasting, and effectively encourages children to explore a range of flavours by tasting a selection of fruit and vegetables. The childminder consistently asks open questions, for example, 'what do you think?' when they sample a slice of lemon. As a result, children are effectively supported in developing critical thinking skills. She challenges children skilfully by pointing to a slice of beetroot and asking them to comment on the texture. Children clearly explain that they dislike the hardness of the vegetable. The childminder further develops children's communication skills by discussing the reasons for their dislike. As a result, children learn to listen attentively and to speak confidently to express their views.

The childminder mainly discusses routines and aspects of care with parents when children first start in her provision. However, clear information about their development is not consistently obtained. Nevertheless, she carries out a series of observations during the settling-in period to gain an overview of children's development and uses this as a guide to plan for their learning. That said, parents do not fully contribute to this assessment of learning during the initial phase to influence the planning of activities to promote their child's development. As the childminder plans subsequent activities and carries out further observations she ensures parents have regular opportunities to look at their child's learning journal to keep them informed.

The childminder consistently plans activities to support children's learning in school as requested by parents, valuing their input. She frequently discusses with parents the activities she has started in her provision and how these might be continued at home to maintain continuity in children's learning. The childminder is developing a secure

understanding of using 'Development Matters in the Early Years Foundation Stage' when assessing children's progress. She uses the information to plan effectively for the next step in their learning.

There is a good balance of adult-led activity and child-initiated play. Children choose toys from a selection of good quality resources stored within reach. They enjoy role play as they maintain concentration talking through what they are doing with imaginary friends. The childminder enables their play through a structured routine and children benefit from the opportunity to develop active learning skills as they direct and develop their play unhindered. The childminder is responsive to children's requests, for example, to facilitate a painting activity. She works well with this preferred activity to extend their recognition of colours by talking about shades of green as they spread paint on paper and children's awareness is raised appropriately. The childminder uses a range of effective methods to promote children's development by providing opportunities for exploration, active play and critical thinking. This supports them well in making good progress from their starting points.

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

The childminder provides a settling-in period for children to become comfortable in her provision and this helps them to form strong relationships with her. As a result, they are at ease and this ensures a smooth transition from home into the care of the childminder. Children play well with peers and are learning to respect others by sharing resources and taking turns during activities. The childminder provides a relaxed atmosphere in which children are happy and they spontaneously sing while moving from one room to another during play. Children know the routine of the after school session well and develop a sense of security. They consistently follow the established pattern of removing coats on arrival from school before washing hands for a snack. They are developing self-help skills and clearly take responsibility for some aspects of self-care in relation to their age. Children confidently talk about the benefits of eating healthy foods and explain that chocolates are high in sugar and not good for your teeth.

The childminder is keen to promote children's well-being at all times. She frequently checks that they are managing well when they independently take charge of their personal hygiene and are engrossed in play activities. Children respond positively to queries, demonstrating that they feel secure in the provision. The childminder has rules and procedures which children follow and their awareness of boundaries is reflected in their good behaviour. The childminder consistently offers praise during activities, and accordingly, children's self-esteem is effectively promoted to continue with activities and to play well with others. She supervises closely and gives guidance to cross the road, and children clearly learn to keep themselves safe at all times. All children who move on to school or leave the childminder's care are provided with copies of their learning journal so that information important for the smooth transition to another setting is shared effectively.

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

The childminder has a well-developed understanding of the learning and development requirements of the Early Years Foundation Stage. She systematically plans activities to promote the prime areas of learning and includes the specific areas of learning as appropriate. Consequently, she is laying a strong foundation for children's further learning and development. The childminder reviews activities frequently and reflects on the planning and the assessment of progress to keep parents informed about the children's achievements. She attends regular meetings to enhance her understanding of early years issues and accesses training to increase her knowledge. She believes that children's care and learning will be promoted more effectively as she improves her skills.

The childminder consistently reviews her practice and all aspects of the provision. She frequently invites comments from parents about the service she offers and obtains children's views of the activities. She prioritises areas for improvement, such as the further enhancement of her knowledge and skills to benefit children's learning and care, consistently well. The childminder works successfully with parents and shares communication on a daily basis about their experiences. She competently ensures they are informed about her policies, including the safeguarding procedures.

Parents are very satisfied with the childminder's provision. They comment favourably on the care she offers, the welcoming environment and the wide range of interesting activities to support children's progress. The childminder works equally well with other early years providers. She holds regular discussions with reception class teachers to obtain information about the activities they provide. She also seeks guidance on how these might be promoted further in her own provision in order to effectively maintain continuity in children's learning and development. The childminder provides a good quality of care and learning to meet children's individual needs.

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
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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	EY378702
Local authority	Birmingham
Inspection number	821484
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	23/07/2009

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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