

Inspection date	17/06/2014
Previous inspection date	28/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 make good progress. This is because they feel secure and the childminder provides experiences that accurately reflect their individual needs, preferences and interests.
- The childminder works in close partnership with parents and any others involved in children's care and education. Consequently, children's emotional well-being and progress are consistently supported.
- Children are safeguarded because the childminder is fully aware of her responsibility to protect them from harm. Risk assessment is thorough and the childminder has a good knowledge of the correct procedures to follow in the event of any child protection concerns.
- The childminder has a very caring and friendly nature and as a result, children settle easily into her care and are happy and content.

It is not yet outstanding because

- Opportunities for children to learn about growth, nature and change while playing outdoors are not fully utilised.
- There is scope to enhance children's communication skills, independence and freedom of choice. For example, by developing more creative ways of letting children know what resources are available to them.

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 observed the childminder engage in a range of indoor learning activities, play and care routines with children.
- The inspector held conversations with the childminder and children.
- The inspector had a tour of the childminder's home and garden during the inspection.
- The inspector checked evidence of suitability for all adults living or working on the premises
- The inspector looked at a selection of policies, procedures and children's records.
- The inspector viewed a selection of parent feedback forms and spoke to a parent.

Inspector

Carol Johnson

Full report

Information about the setting

The childminder registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and four children aged three, five, six and nine years in the Shirley area of Solihull. The whole of the ground floor of the childminder's home is used for childminding purposes, with the exception of the front room. Children also use the bathroom and a front bedroom on the first floor. There is an enclosed garden available for outdoor play and the family has two guinea pigs. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. There are eight children on roll, three of whom are in the early years age range and they attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- provide even more opportunities for children to learn about growth, nature and change while playing outdoors. For example, consider introducing opportunities for children to plant flowers or vegetables out in the garden, so they can learn more about what plants need to grow and thrive
- enhance further children's communication and independence skills by extending strategies that help them to make choices and express preferences about their play.

Inspection judgements

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

Children make good progress in their learning and development. This is because they feel secure and the childminder provides them with a wealth of experiences that successfully reflect their individual needs and interests. The childminder maintains regular and effective communication with children's parents and any others involved in their care and education. They exchange information about planned experiences, their observations and any areas where children may need additional support or extension. Consequently, the childminder really knows children and is able to judge their mood, level of interest and when they are ready to be taught new skills. Furthermore, parents are kept informed and this means that they are better equipped to support their children's learning and development.

The childminder uses an encouraging, friendly and lively approach to support children and increase their motivation. She encourages children's language and communication skills through getting down to their level, so that she can make eye contact with them and they

can hear her speak. She tells children what she is doing throughout the day and uses simple short sentences that they can easily understand. Young children respond by babbling as they play and putting several words together to express their thoughts. The childminder shows children that their attempts at communication are valued by listening and showing interest and this motivates them to communicate more. The childminder joins in with children's play, when requested or beneficial, and they are engaged and having fun. Children enjoy choosing items from a 'song sack' created by the childminder to encourage their participation during 'song time' at community groups. This sack contains a variety of items that children quickly learn to associate with their favourite songs. For example, a child selects a boat from the sack and recognises that it goes with the action rhyme, 'Row, row, row your boat...' The childminder begins to sing the song and children immediately start to carry out the relevant actions. Furthermore, babies show that they are familiar with the rhyme as they squeal in response to the words, 'If you see a crocodile don't forget to scream'. The childminder explains how she uses every opportunity to introduce colours, shapes and numbers into children's play and conversations. For example, children are encouraged to count the number of play people in the doll's house and spontaneously match colours and shapes as they complete jigsaw puzzles. Consequently, children develop many of the skills they will need in preparation for school and later life.

Resources available to children are good quality and effectively support and inspire their learning. For example, a pretend kitchen, dressing-up clothes and a range of pretend household items successfully stimulates children's imaginative play. They act out familiar experiences and enjoy pretending to make meals, talk on the phone and do the washing-up. Babies and toddlers enjoy easy access to resources that encourage them to investigate, explore and grab, push and pull. Consequently, they develop fine muscle control, problem solving skills and a strong sense of curiosity. The childminder's garden is equipped with a slide, a swing and a range of wheeled toys and these items contribute greatly to children's good physical development. For example, children develop balance, muscle strength and coordination as they climb, negotiate obstacles and move their bodies in variety of ways. They also visit local parks and community groups, where there is an even wider range of physical play equipment to promote their skills. Nonetheless, the childminder is not exploiting opportunities for children to learn, explore and investigate while playing outside in her garden. For example, children have not planted a variety of flowers or vegetables and this means that some opportunities for them to learn about growth and change are not maximised.

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

Children are at ease in the childminder's care. Babies smile and babble contentedly as they play. Older children happily go to the childminder for reassurance or support and know that she will respond in a caring and friendly manner. Flexible settling-in procedures help new children adjust at a pace that successfully reflects their needs and parental requirements. The childminder works closely with parents and any others involved in children's care; this ensures that important information is shared and children receive consistency of care. A daily diary is passed between parents and the childminder and this

is successfully used to exchange information about children's behaviour, experiences and routines. The childminder effectively prepares older children due to move onto school by talking to them about what to expect and developing their independence skills. Parents comment on how happy and settled their children are and praise the childminder's nurturing, dependable and friendly manner. Furthermore, they value the useful advice and support that she gives them in relation to a range of parenting issues, for example, toilet training and behaviour management.

Children behave well and show by their actions that they understand the childminder's house rules and behaviour expectations. For example, they take their shoes off when they enter her home and show care and respect for people and property. The childminder provides children with a positive role model to follow and is calm and considerate in her manner. She praises children's good behaviour and this raises their self-esteem and encourages them to cooperate. The childminder offers children a comfortable, inviting and child-friendly environment, where they have plenty of space to play and rest. Children benefit from access to the childminder's comprehensive range of toys and resources. These include an array of role-play items, puzzles, books and construction toys. Resources are stored in various places around the childminder's home with the majority stored in a shed in her garden. The childminder explains how children are regularly asked what they would like out and a good selection is placed in the playroom within their easy reach. However, the childminder has not considered that children may not know the full extent of her resources. Also, some children may be reluctant or unable to express their wishes, for example, very young children and those with speech and language difficulties. Consequently, the choices, independence and communication skills of children are not always promoted to best effect.

All areas of the childminder's home that are used for minding are clean and safe. Children gain a good understanding of safe practices as they practise fire drills and learn about road safety. The childminder reinforces safe practices through discussion, planned activities, sharing stories and offering children gentle reminders as they play. Children wear reflective vests on outings and are well-supervised at all times. Effective hygiene routines are modelled by the childminder and help children to understand the importance of hand washing. Children show good personal care skills for their age and stage of development. For example, babies are starting to show an interest in feeding themselves and two-year-old children competently and independently put on their shoes and coats. The childminder is very patient and provides children with plenty of time and opportunities to gain these skills. Children successfully learn about healthy lifestyles through a mix of spontaneous and planned activities alongside everyday discussions. Parents provide food for their children and this ensures that it meets their requirements and children's individual needs. Drinks are easily accessible to children and this means that they are not at risk of dehydration. Children enjoy plenty of fresh air and are learning about the importance of exercise. They regularly go on outings, for example, to local parks and community groups and these experiences provide them with opportunities to meet other people and to use large physical play equipment. Consequently, children develop confidence as they take risks and learn new skills.

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

The childminder has a good understanding of her role and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Children are effectively safeguarded, as a result. The childminder has attended safeguarding training and confidently describes a range of potential signs and symptoms of abuse. She knows what to do in the event of child protection concerns and has a clear safeguarding policy to support her practice. Risk assessment records are thorough and these are supported by daily visual safety checks and a wide range of safety precautions. For example, hazardous items are stored well out of the reach of children and a large safety gate prevents children from gaining unsupervised access to the stairs and the front door. Children are only released into the care of authorised individuals and all adults living in the childminder's home have been appropriately vetted. Consequently, children's safety and well-being are successfully promoted.

Children benefit from the childminder's experience as a mother and childcare practitioner. She is enthusiastic about what she does and demonstrates a good capacity for improvement. She is constantly reflecting on her practice and routinely evaluates children's progress and the experiences she plans and provides. The childminder identifies her key strength as the strong bonds she has developed with children in her care. She is keen to raise standards higher and has clear plans for the future. For example, she wants to enhance children's learning and enjoyment outdoors by planning more growing activities and creating a 'mud kitchen' in her garden. Additionally, she wants to continue to access relevant training and complete her level 3 early years qualification. The childminder values the knowledge gained through training and networking with others. For instance, she explains how a training session focused on internet safety alerted her to the potential risks associated with children's use of technology. This training inspired her to introduce a clear mobile telephone and camera policy, and to closely monitor children using technology in her home.

The childminder is not currently caring for any children who speak English as an additional language or who have special educational needs and/or disabilities. Nonetheless, she describes effective strategies to support their learning and welfare. Furthermore, she is well aware of the need to work effectively in partnership with parents and any other professionals involved in children's care and education. The childminder has forged links with other early years settings and regularly meets up with other childminders to exchange ideas and share good practice. Relationships with parents and carers are good. They praise the good level of communication and comment on how happy their children are to attend. Comments recorded on parent questionnaires sent out by the childminder include, 'always has my daughter's interests at heart' and 'She genuinely cares about all the children.'

Following her last inspection, the childminder received several actions to improve, a number of welfare requirement notices and has had a subsequent monitoring visit. This was because the childminder was found to be not meeting several requirements of the Early Years Foundation Stage; these were in relation to children's learning and

development, documentation, ratios and her knowledge of the requirements of the Early Years Foundation Stage. Subsequently, the childminder's practice and knowledge has considerably improved and all legal requirements are now met. The childminder has reviewed all aspects of her provision and has successfully utilised guidance and support received from the local authority and other childcare professionals. All necessary documentation is now maintained appropriately and all required information is obtained from parents. The childminder is clear about how many children she can legally care for and understands the requirement to notify Ofsted of any changes to persons living in her home. Furthermore, the childminder ensures that children are provided with a wide range of activities, which enable them to make good progress across all areas of learning. As a result, children's welfare and progress are effectively promoted.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY380147
Local authority	Solihull
Inspection number	972226
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	3
Number of children on roll	8
Name of provider	
Date of previous inspection	28/01/2014
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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