

Inspection date	29/01/2013
Previous inspection date	10/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
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

- Children feel safe and secure with the childminder who has a warm and caring approach. Children settle quickly in her care and form close attachments.
- The childminder provides clear guidance to children about sharing resources and thinking about others. This promotes their personal, social and emotional development and helps them develop positive relationships.
- The childminder has a good understanding of how to promote the safety of children in her care and children are supervised at all times.

It is not yet good because

- The childminder has yet to maximise her knowledge of the educational programmes contained within guidance, such as 'Development Matters in the Early Years Foundation Stage'. She therefore does not consistently ensure that children are able to fully benefit from the activities on offer across all areas of learning.
- There is scope to provide parents with more opportunities to continue children's learning at home. For example, the childminder does not consistently share ways parents can support children's next steps in learning and development so that they can fully support their children's ongoing achievements.

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 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 held discussions with the childminder and her assistant.
- The inspector observed the childminder engage in a range of indoor learning activities, play and care routines with the children.
- The inspector looked at children's assessment records, a selection of policies, children's records and the childminder's self-evaluation form.

Inspector

Jacqueline Nation

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband, who occasionally works a childminder assistant, and three children aged 15, 10 and seven years in a house in Birmingham. She uses the whole of the ground floor, which includes a dedicated playroom and a section of the rear garden for childminding. The childminder visits local parks on a regular basis and collects children from the local schools and nurseries.

There are currently eight children on roll, two of whom are in the early years age group. Children attend on various days, including before and after school. The childminder is open all year round from 7am until 7pm, Monday to Saturday, except for family holidays. The childminder is a member of the National Childminding Association and the Local Authority First Steps Network.

What the setting needs to do to improve further

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

- build on the delivery of the educational programmes by improving the use of guidance available. For example, use 'Development Matters in the Early Years Foundation Stage' to further enhance children's progress in their learning and development.

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

- develop further the relationships with parents and carers to consistently share with them ways they can support children's next steps in learning and development at home.

Inspection judgements

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

Children are cared for in a welcoming family home where they feel comfortable and secure. They make steady progress in their learning and development. The learning environment is organised well and children are able to explore and play freely. The childminder is only currently caring for children of school age and she has a good understanding of how to meet their needs. The childminder has a satisfactory knowledge of the seven areas of learning. However, her understanding is not yet fully maximised to ensure that all children are able to fully benefit from the activities on offer across all areas of learning. The childminder is beginning to use the information gained from her observations to plan the next steps in children's learning and assess their progress. She has recently introduced a new summary assessment form to give an overview of children's progress in all areas of learning; this is in the early stages. There is scope for developing a more precise approach to planning for individual in the prime and specific areas of learning, for example, by using the Development Matters in the Early Years guidance to monitor children's progress over time to make sure they reach their expected

developmental milestones. The childminder is aware of providing parents with a progress check at age two, covering the prime areas of learning to support their ongoing development. Although, she has not needed to do this as yet.

Children's personal, social and emotional development is supported appropriately. The childminder knows the children well. She interacts with them to promote discussions and encourages them to talk about what they are doing to enhance their communication skills. Children have frequent opportunities to develop their literacy skills. They enjoy listening to stories and singing songs. A comfy book corner provides them with opportunities to relax and look at books in their own time. The childminder uses letter cards to encourage children to find the letters in their names and spell out simple words. She talks to them as they play to prompt a response and test their understanding, for example, during a play dough activity children identify shape names and talk about size. While the childminder has some understanding of children's development stages she has not linked this to the Development Matters in the Early Years Foundation Stage guidance to ensure consistent progression in all seven areas of learning.

Physical development is suitably promoted through opportunities to play in the garden. Children ride on bikes and like to play football. Visits to the park further promote children's skills and confidence because they use a range of equipment, such as slides and climbing frames. All children use their imagination well. They play well together in the role play kitchen, they lay the table utilising a play mat on the floor and pretend to cook meals. Children's expressive art and design skills are fostered appropriately. A range of art resources are easily accessible, children enjoy painting, sticking activities, they explore the properties of sand and use a range of musical instruments. Children's understanding of diversity is encouraged through activities and discussions about different festivals, such as Eid. This fosters their understanding of a wider society.

The childminder works generally well with parents and talks to them about any concerns regarding their child's care and development. She gathers some information about children's starting points in their learning and records information about individual routines, additional needs and parents' preferences. This helps her to get to know the children well, be knowledgeable about their interests and be able to meet their individual care needs appropriately. Children's learning journals are beginning to create a picture of their progress over time. However, there is scope for share with parents ways they can be more involved in their child's learning and development by supporting their children's next steps in learning at home. Overall, children are supported appropriately to develop and learn, and move onto their next phase of learning.

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

Children enjoy a warm and caring relationship with the childminder. They are comfortable in the childminder's home and demonstrate a sense of belonging. They are provided with a suitable range of resources which are easily accessible to them in the playroom. The childminder has a sound understanding of children's individual needs and is able to meet these needs well by working closely with parents. Discussions take place with parents

each day about their child's care and information is exchanged to ensure continuity of care and learning.

Children arrive with confidence and know the daily routines. They helped to devise the house rules and gentle reminders, such as not running in the house, to help children to keep themselves and others safe. The childminder praises children for their achievements and this helps raise their confidence and self-esteem. They help to tidy away the toys and good manners are well used.

The premises are safe and secure and the childminder uses everyday opportunities to teach children how to keep themselves safe. Children's behaviour is good and they get on well together. Positive relationships are developing, with older children and younger children playing cooperatively together. Children learn about keeping themselves safe, for example, while using the climbing equipment in the local park and by practising the emergency evacuation procedures. Equality of opportunity is suitably promoted and all children and their families are welcomed and treated with equal consideration and care.

Children's health and well-being is fostered appropriately. The childminder is aware of any specific dietary needs and parents' preferences. She provides children with healthy snacks and home-cooked meals which they enjoy, such as chicken, rice, chapattis and pasta dishes. Effective procedures are in place to minimise the risk of cross infection, through daily cleaning routines and regularly cleaning toys and resources. Children are managing their own personal needs well and they wash their hands before eating meals.

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

The childminder has a sound understanding of the safeguarding and welfare requirements and her responsibility to keep children in her care safe and secure. Risk assessments are used to identify any potential hazards to children on the premises and on outings, and positive steps are taken to minimise these. Children are involved in measuring risks while visiting the park and only use equipment that is appropriate to their age and ability. Safeguarding procedures are secure and the childminder is aware of the procedure to follow in the event of a concern about a child in her care. All of the necessary documentation for the safe and efficient management of the provision is in place. Children's records are stored to ensure confidentiality and detail the necessary information to ensure their welfare and well-being is protected and assured. Both the childminder and her assistant hold up-to-date paediatric first aid qualifications and are able to administer first aid appropriately in the event of an accident.

The childminder has some understanding of her responsibilities in meeting the learning and development requirements. However, she has not yet familiarised herself with the revised framework in order to offer a varied range of experiences for all children in her care, to further enhance their progress. Therefore, the learning and development requirements are not fully met. Partnership working is supporting children's overall development, meeting their individual needs and supporting continuity of care between the childminder and nursery or school.

The childminder demonstrates a commitment to improving her provision. She has evaluated her practice and environment and considered areas for future development, such as improvements to the outdoor play area, to benefit children. The childminder is engaging with the local authority and has identified training courses to develop her knowledge and skills, for example, in safeguarding and food hygiene.

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. 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	EY388289
Local authority	Birmingham
Inspection number	817757
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	10/06/2010
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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