

Inspection date	01/07/2013
Previous inspection date	12/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 has a caring and friendly nature, and as a result, children settle easily into her care and are happy and content.
- Children are encouraged to make choices about their play. They use a variety of toys and activities which help them to make satisfactory progress in their learning and development.
- The childminder talks to parents daily to ensure that they are informed of their child's activities. She provides a flexible service to support parents who have varying work patterns, ensuring that children are safe and secure.

It is not yet good because

- Information gathered about children's learning and development is not consistently used to plan what they need to learn next to ensure they make good progress towards the early learning goals.
- Toys and resources to support younger children to move their bodies in different ways are not fully developed.
- Self-evaluation is not always used effectively to involve parents and children in helping to identify strengths and weaknesses or set challenging targets for improvement to the setting.

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 spoke with the childminder throughout the inspection regarding the care provided and activities on offer.
- The inspector interacted with children and observed them during their play.
- The inspector conducted a tour of the premises and viewed the equipment and resources available to the children.
- The inspector looked at a selection of policies, procedures, and the childminder's self-evaluation.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder was originally registered in 2005. She re-opened in 2009 and is registered on the Early Years Register and the compulsory part of the Childcare Register. She lives with her two teenage children in Quinton, Birmingham. The whole of the childminder's house apart from the main bedroom is available for childminding. There is an enclosed garden for outside play. The family have a pet cat.

The childminder visits the park on a regular basis. She is able to collect children from the local schools. There are currently five children on roll; of these three are within the early years age group. All of the children attend on a part time basis. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- use information obtained from observing children, to understand their level of achievement and learning styles. Shape learning experiences for each child, reflecting those observations to help children make the best possible progress in their learning and development.

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

- extend the range of outdoor toys and resources to include climbing equipment and wheeled toys, such as slide, bikes and trikes
- improve the self-evaluation process to include the views of parents and children and strengthen the links between identified priorities and plans for improvement that supports children's achievements over time.

Inspection judgements

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

The childminder provides a welcoming environment where children are settled. They happily enter the childminder's home and separate from their parents with ease and confidence. They make choices about their play and choose from a suitable range of resources which help them to make steady progress in their learning and development.

This supports children's personal, social and emotional development.

The childminder has an appropriate knowledge of the areas of learning. She consults with parents during settling-in time to ensure that she is aware of children's interests. She plans a variety of indoor and outdoor activities and observes children during their play. However, the information gathered from the observations is not used to effectively plan for the next steps in children's learning so that they make good progress towards the early learning goals.

The childminder asks children thought provoking questions to make them think, such as 'what did you do over the weekend?' She encourages younger children sounds and babbling by copying them during turn-taking conversations. Children have access to a variety of books and enjoy looking at the pictures and making up their own stories. This helps to develop their communication and language skills. Children develop their early writing as they use a crayons, paint and chalks to make marks. They enjoy using constructions sets to build. They learn to problem solve, count and recognise colour as they fit the bricks together to make large shapes. This supports their mathematics development. As a result, overall, children are satisfactorily gaining the key skills they need in their learning to be ready for school.

Children participate in some craft activities to enable them to express themselves, such as, printing, collage and baking and samples of their artwork is displayed within the childminder's home. This helps to provide them with a sense of belonging. They enjoy playing outdoors in the fresh air. However, opportunities are not fully embraced to enable younger children to move their bodies in different ways, for example, by using a range of equipment, such as, a slide, climbing frame and wheeled toys. Children learn to show consideration for others and have access to a variety of resources and activities which reflect diversity and acknowledge cultural differences. This helps promote their understanding of the world they live in.

The childminder talks daily with parents and shares photographs and samples of children work to keep them informed of their child's activities and progress. The childminder is not currently caring for any two-year-olds although, she is aware of the requirements for the 'progress check at age two' and the need to share this with parents. This means the childminder and parents can consistently support children's learning in the setting and at home.

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

Children respond well to the childminder who is caring and attentive towards their needs. The childminder obtains useful information from parents about their child's care routine and during settling-in time. This enables her to meet children's individual needs and ensures that the transition from home to the setting is as smooth as possible for each child. The childminder ensures from a young age that children understand the need to share, take turns and to be polite to each other. She is consistent when teaching children right from wrong and provides explanations to ensure that they understand what is acceptable and is not acceptable behaviour. As a result, children are happy and secure in

her care.

Children learn to keep themselves and others safe and know the procedure for evacuation in an emergency which the childminder practises with them. Through everyday routines, such as hand washing, children learn about appropriate hygiene practices. Children are prepared for their transition to school. This is because the childminder encourages them to become independent and learn skills for the future, such as practising putting on coats and shoes. The childminder promotes children's health by encouraging them to eat healthy foods and provides them with a variety of nutritious snacks. Food provided by parents is stored appropriately to ensure children's well-being is protected. Fresh drinks are available at all times. The childminder is aware of children's individual dietary needs and ensures these are met.

Children benefit from a range of activities outside the setting. They visit the park and go for walks around the local community. These opportunities help support children's overall physical well-being and develop their social skills.

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

Children are adequately safeguarded because the childminder has a satisfactory understanding of safeguarding issues. She knows the correct procedures to follow should she have concerns about any of the children in her care. She ensures all household members, are checked by Ofsted to determine their suitability. The childminder completes risk assessments, both inside and outside of the home, to make sure hazards to children are minimised. Toys and equipment are kept clean and in a good state of repair. This mean children safety is protected.

The childminder demonstrates a commitment to continuous improvement. She holds a level 3 early years qualification and a current first-aid certificate and has a satisfactory understanding of the welfare, learning and development requirements. She has begun to evaluate her practice and has made some improvements since her last inspection by completing the Ofsted self-evaluation and carrying out observations as the children play. However, there is scope to develop the self-evaluation to better involve parents and children in identifying all strengths and areas for improvement to ensure continued and systematic progress in the future.

The childminder works in partnership with parents and provides a flexible service to support parents who have varying work patterns. This ensures that children are safe and secure. She shares a number of policies and procedures and encourages a two-way flow of information. This ensures that they are informed of their child daily activities and the service provided. The childminder has established links with the local nursery, school and other childminders in order to ensure continuity in children's care and learning.

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 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	EY395869
Local authority	Birmingham
Inspection number	920200
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	12/05/2011
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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