

Inspection date	24/01/2013
Previous inspection date	20/07/2011

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

- Children are happy and relaxed within the warm and welcoming environment that the childminder provides.
- Children freely access their own toys and resources from the adequate range provided. They happily play with these and the childminder offers appropriate levels of support.
- The childminder ensures that her home is safe. She knows the children well, forming good relationships with them and working in partnership with their families.

It is not yet good because

- There are insufficient resources to raise children's awareness of people's similarities and differences, such as dolls and small world figures, showing positive images of different cultures and people with disabilities.
- Self-evaluation is not yet in place and so the views of children and parents are not taken into account or provide a clear view of how the childminder can identify the strengths and weaknesses and improve the overall learning and development for children.
- Systems for monitoring the effectiveness of the educational programmes are not yet developed. As a result, the childminder is not yet fully overseeing the programme to ensure she offers a broad range of experiences across all areas.

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 children's play and care practices within the ground floor rooms.
The inspector looked at relevant documentation including child registration
- documents, planning, observations recorded in children's learning journals and a range of policies and procedures.
The inspector looked at relevant documentation including child registration
- documents, planning, observations recorded in children's learning journals, and a range of policies and procedures.
- The inspector also took account of the views of a parent, as recorded in written reference.

Inspector

Jennifer Turner

Full Report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She lives with her husband and

two children aged eight and 13 years in the Acocks Green area of Birmingham. The whole ground floor of the property is used for childminding. First floor rooms are not used except for access to bathroom facilities. There is a fully enclosed garden available for outside play.

The childminder operates all year round and offers care from 7.30am to 6pm. Children can be taken to and collected from a nearby school, nursery and pre-schools. The childminder is currently caring for one children in the early years age group.

What the setting needs to do to improve further

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

- develop systems for monitoring the effectiveness of the educational programmes to ensure it offers a broad range of experiences across all areas.

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

- provide further resources to raise children's awareness of people's similarities and differences, such as dolls and small world figures, showing positive images of different cultures and people with disabilities
- develop procedures for self-evaluation so that these include contributions from parents and children, and use the information to plan for future developments.

Inspection judgements

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

Children are happy and secure with the childminder, with whom they form appropriate relationships, as well as a positive attitude to learning. For example, they make independent choices about their toys and competently select them. Children are appropriately supported by the childminder, who understands that children learn as they play. For example, young children play with a range of small world army figures, tanks and trucks. The childminder joins in children's activities, sitting at their level playing and talking to them. She offers appropriate levels of support to ensure children enjoy the activities and are fully engaged. Children enjoy playing with bricks, designing and making a range of objects using their imagination. When playing with the cars, the childminder makes the play experience purposeful when she encourages children to identify the colours of the vehicles and to count them. She asks some relevant open-ended questions, which promotes children's communication skills. Children develop their physical skills as

they access the garden daily, playing on bikes, using the trampoline and playing on larger equipment in the park.

Children engage in cutting and sticking activities, using scissors to cut with and then sticking these pieces onto their paper. The satisfactory range of resources and experiences provided give all children sufficient opportunity to make expected progress in their learning and development. Consequently, they are ready for the next stage in their learning and for starting school. The childminder celebrates some festivals with children, including Christmas, Eid and Diwali. This raises their awareness of different traditions. The childminder occasionally borrows books from the library to enhance children's knowledge of the wider community. However, there are insufficient resources, such as dolls and small world figures, showing different cultures or people with disabilities. This impacts on raising children's awareness of people's similarities and differences.

The childminder appreciates the importance of children developing good communication skills and supports them in extending their vocabulary and language. For example, children are engaged in discussions about familiar topics, such as discussing their morning at pre-school or their home lives. They listen to stories and access a range of books. Children are able to count. They count objects on puzzles, finding the correct symbols for adding, subtraction and equals. Children count confidently to 15 as they count the number of stickers on the reward chart. Children know that if they reach 10 stickers they will get a prize. They count how many stickers they have and know they need three more stickers to make 10 before they get a pencil case as a reward. Effective daily communication with parents provides parents with adequate opportunities to share updates about their child's learning and development at home. The childminder tells them about activities children have enjoyed and where they need additional support. The children's learning journals show photographs of them as they engage in activities and samples of their artwork. The childminder uses observations to identify children's next stages in learning through some of the activities she offers. She has an adequate understanding of the revised Early Years Foundation Stage. Systems for monitoring the effectiveness of the educational programmes are still under development. As a result, the childminder is not yet fully overseeing the programme to ensure she offers a broad range of experiences across all areas of learning.

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

Children are secure and confident within the childminder's care. At the start at the placement, the childminder discusses their personal care needs and preferences with parents. She establishes a clear understanding of their individual needs and what they enjoy doing. They have developed good relationships and are forming secure bonds and attachments with the childminder, which promotes their well-being and independence. Children's behaviour is good and they demonstrate appropriate manners as they say 'please' and 'thank you', without needing to be reminded by the childminder.

A range of safety equipment is in place to reduce the chance of accidents occurring. The childminder satisfactorily encourages children to take responsibility for their safety. An example of this is when they discuss road safety procedures on the way from pre-school

or when going to the shops or park. The childminder has developed positive relationships with the teachers of the local pre-school and verbally shares information about children's daily activities and interests. This helps support children's smooth transition to pre-school and school.

The childminder provides regular meals and snacks for the children, including fruits and regular drinks. Consequently, children are suitably nourished. The childminder implements generally good procedures for the personal care needs of all children. She also encourages appropriate personal hygiene routines, such as washing hands before meal times and after using the toilet. Children are provided with paper towels for drying their hands to reduce the risks of cross-infection. Consequently, children are learning generally good lifestyle habits. Children have daily opportunities to be outdoors, which ensures they have regular exercise, develop good physical skills and become confident in managing age-appropriate risks.

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

The childminder demonstrates, through discussion, that she has an appropriate understanding of her safeguarding responsibilities and the necessary measures to protect children within her care. She understands the signs that indicate a child may be at risk of harm and has a clear understanding of how and where to report the concerns. The childminder has attended relevant safeguarding and first aid training. An adequate range of policies and procedures are in place to support children's welfare and are made available to parents. The childminder maintains records for attendance, medication and fire evacuation drills, to promote children's safety further.

The childminder has positive links with local childcare advisers, who regularly support her with her practice. She informally evaluates her daily practice and, therefore, has an adequate picture of her main strengths and weaknesses. However, this evaluation does not sufficiently take account of the views of parents and children. The childminder does not, therefore, have a representative overview on which to base the priorities for improvements to her service.

The childminder works well with parents to ensure children's individual needs are met. Information is continually exchanged on children's daily care routines and ongoing progress and development. Parents are happy with the childminder's professionalism, as well as the care and nurturing of their children. A parent says her child enjoys spending time with the childminder and her family and that she provides a variety of activities to keep children entertained. Relationships with other providers delivering the Early Years Foundation Stage are developing well.

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. 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	EY417591
Local authority	Birmingham
Inspection number	875621
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	20/07/2011
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 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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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