

Inspection date

Previous inspection date

29/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Younger children take part in a wide range of activities which cover the prime areas of learning, to help prepare them for the next stage in their learning. They enjoy songs, rhymes and interactive books which promote their communication and vocabulary.
- Children have good opportunities to learn about and maintain a healthy lifestyle. They enjoy daily outings in the community where they use a wide range of equipment to promote their physical skills.
- There are good procedures to promote positive behaviour through rewards and regular praise, which encourages both older and younger children to play well together and promotes their self-esteem and confidence.
- Children are safe both at home and in the community, as effective procedures are in place for assessing risks. Children's awareness of being safe is well promoted through daily discussions and routines.

It is not yet outstanding because

- Parents are not able to fully contribute to their children's learning because they are not provided with enough information and ideas about how to support and extend children's learning at home.
- The childminder's self-evaluation has scope for improvement to support the development of the setting. The views of parents and children are not regularly included as part of the process.

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 the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector looked at and discussed the childminder's improvement plans, children's learning journals, and other relevant documentation.
- The inspector held discussions with the childminder and children.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her child aged six years in the Sheldon area of Birmingham. The whole of the ground floor and the rear garden are used for childminding. The family has a pet hamster.

There are currently five children on roll, of whom two are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to

7pm, Monday to Friday, except Bank Holidays. She visits the shops and park on a regular basis. The childminder collects children from the local schools in her car and also on foot. 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:

- provide further information for all parents so they are able to contribute to their children's learning by giving ideas and suggestions to support and extend children's learning at home
- build on self-evaluation by extending how the views of parents and children are incorporated on a regular basis, to assist in identifying areas for further improvement.

Inspection judgements

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

Children take part in a good range of activities which support them in both the prime and specific areas of learning. This helps children develop skills which will prepare them for future learning. The childminder carries out regular observations to help identify the next stage in children's learning. She makes good use of guidance, such as 'Development Matters in the Early Years Foundation Stage'. This helps track children's development to ensure they consistently make good progress in all areas of their learning.

The childminder talks to parents about activities children have taken part in on a daily basis and learning journals are in place. However, she does not share enough information on how parents can contribute to their children's learning at home. This means that parents do not have enough information on how to support and extend their child's learning. The childminder is fully aware of the progress check at age two and is currently developing systems that will enable her complete this when required.

The childminder encourages children to make choices and develop independence by having toys and equipment at their level. She teaches and interacts well with children by talking and repeating words, which helps younger children develop their vocabulary. Children respond well as they try to imitate words and make lots of sounds and gestures, which shows that children are communicating in their own way. Children access a wide range of books independently and enjoy looking through them with the childminder. Younger children enjoy interactive books where they know that a nursery rhyme will play

if they open the book and change rhymes when they turn pages. They sing along to their favourite rhymes, which helps to promote children's language and skills for the future.

Children develop their imagination as they take part in role play activities where they set up a shop. They learn about numbers as they make their own money and shopping items out of recycled materials like boxes and plastic bottles. This encourages them to work together and consider each other. Children develop good physical skills as they use a range of equipment at home and in local parks. They socialise with others as they attend various groups in the community, such as the soft play centre and childminding groups.

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

The childminder ensures she collects essential information on children, which will help them to feel secure and settle well with her. She collects detailed information from parents on children's interests, any comfort toys that they use at home and their care routines. The childminder uses this information to help her plan activities for children and to develop close relationships with them. Children behave well and devise simple 'house rules', such as sharing toys and being kind to one another. The childminder praises and rewards children with certificates, which children also like to make for each other, and this promotes their self-esteem and confidence.

Children develop an understanding of healthy lifestyles. They are provided with a good variety of healthy snacks which are freshly prepared and take into account their dietary needs and preferences. Younger children develop good self-care skills as they learn to feed themselves with a spoon and with their hands. Older children take part in dressing-up activities where they learn how to fasten their shoes to help them prepare for their eventual transition to school. Further procedures to support children's transition to other settings include visits, discussions about starting school and role play activities, where children pretend to be teachers. This helps them to express and act out how they feel.

Daily outings in the community mean that children benefit from regular fresh air and exercise. They enjoy being active and have discussions on why exercise is important to their health and well-being. Children learn how to keep themselves safe because the childminder teaches them how to cross the road safely. Children take part in regular evacuation procedures so that they know what to do in case of emergency.

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

Children are effectively safeguarded as the childminder has a secure knowledge of the possible signs of abuse and the procedures she would follow should she have concerns about children in her care. She is aware of what she must do if an allegation were to be made against her or a member of her family. The safeguarding policy is shared with parents so that they understand her role in protecting children from harm. The childminder has conducted thorough risk assessments for her home and this includes regular outings in the local community. On outings all children carry a key tag with the childminder's contact details to promote their safety in case they get lost.

Parents receive both written and verbal information which gives a summary of the activities their children have taken part in, as well as information about their personal care. However, they do not receive enough information about how to extend children's learning at home. There are good partnerships with other providers delivering the Early Years Foundation Stage, such as the nursery class and school, which complements and promotes continuity in children's care and learning.

The childminder has good procedures to help her monitor the educational programme and children's progress through regular observation and assessment. This ensures they make good progress in their learning and development. The childminder is committed to further developing her practice through attending additional training and is booked on further courses. She has identified she would like to develop the garage area into a playroom. This will provide more space and a wide range of play opportunities for children to enable them to enhance their good progress. The childminder receives regular support from the early years team and attends local childminding groups to help her develop her skills and share good practice. She evaluates to identify strengths and weaknesses of the service she provides and has started to collect parents' and children's views through questionnaires and discussions. However, this is not done frequently enough and there is scope for improvement to ensure all areas are regularly monitored to promote continuous improvement.

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	EY422198
Local authority	Birmingham
Inspection number	797925
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

