

Inspection date

28/04/2014

Previous inspection date

20/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The childminder provides a wide range of activities, such as baking, role play, and singing, to help develop children's communication skills. A wide range of teaching methods are used to help children to learn.
- The childminder supports children's independence well through daily activities and routines. Children work well in small groups as they communicate and learn how to negotiate with each other, which helps them to prepare for their future learning.
- Children form good attachments with the childminder and her assistant. They receive good interaction in small groups, which helps children to feel safe and secure and also supports their transition from home into the setting.
- The childminder has a secure understanding of safeguarding, which enables her to keep children safe from harm. Effective procedures are in place to ensure ratios are well maintained to ensure children's welfare and safety is assured.

It is not yet outstanding because

- There is scope to further support children's mathematical development by providing more opportunities for them to learn about weight and measure.
- There is scope to further support children's curiosity and help them express their ideas and feelings by extending the range of messy activities.

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 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 and her assistant engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder, her assistant and the children.
- The inspector looked at children's learning documentation and a selection of policies and procedures.
- The inspector checked evidence of qualifications and suitability of the childminder, her assistant and household members.

Inspector

Kashma Patel

Full report

Information about the setting

The childminder was registered in 2011 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and eight years in Kings Heath, Birmingham. The childminder works with an assistant. The childminder's husband also works as an assistant after school and her mother is available to provide emergency cover and additional support as an assistant when required. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder attends local groups and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools and also uses her vehicle to transport children. She operates all year round from 8am to 6pm, Monday to Friday, except for family and bank holidays. There are currently 12 children on roll, of whom seven are in the early years age group. Children attend for a variety of sessions. Care is available for children with special educational needs and/or disabilities. 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:

- build on children's mathematical development by providing more opportunities for them to learn about weight and measure, for example, during cooking activities
- develop children's imagination by extending the range of messy play to further support their curiosity and help express their ideas and feelings.

Inspection judgements

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

The childminder demonstrates a good knowledge of how children learn and develop. She works with her assistant to plan a wide range of activities to support children's interests and their learning. Good use is made of current guidance to help track children's development accurately to ensure they continue to make good progress. Daily observations help to identify what children need to do next as well as any gaps in their learning. Weekly planning is effective and takes into consideration children's interests and their learning needs. This precise planning and observation ensures children continue to make good progress in their learning. The childminder ensures children receive good levels of individual attention through the deployment of an assistant. Effective teaching methods, such as working in small groups and asking lots of questions, help children acquire new skills to help them prepare for the next stage in their learning. For example,

children work as a team during a baking activity, which requires turn taking and negotiation skills.

The childminder provides good opportunities for children to learn about numbers as they count and group cake cases. They test the eggs to see if they are good by placing them in a bowl of water and wait to see if they sink or float. More able children make predictions before their turn, which supports the development of their critical thinking skills. Although children have good opportunities to extend their mathematical development, there is scope to further enhance this by providing more opportunities for children to learn about weight and measure. Effective procedures are in place to support children with special educational needs and/or disabilities, which ensures they are able to make good progress in all areas learning. The childminder completes the progress check at age two with parents, which helps her to plan for the next stage in children's learning and also to identify areas which require further support. The childminder ensures children have good opportunities to socialise with each other and at local groups, which helps to support their language and communication. Younger children learn how to use sign language, which ensures their needs are fully met.

The childminder helps parents to support and extend children's learning at home. For example, she encourages children to take toys home and talks to parents about activities children particularly enjoy with her, such as cooking, which enables them to continue their learning at home. Children use a good range of equipment, such as the trampoline, bicycles and wheeled toys, which promotes their physical development. Children extend their own learning as they bring their dolls and pushchairs outside into the garden. Children develop their creativity as they play with the sand and play dough. However, there is scope to further support children's natural curiosity by extending the range of messy play materials, to further enable children to express their feelings and ideas.

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

Children develop secure bonds and strong attachments with the childminder and her assistant. This is due to effective settling in procedures and information gathered from parents about children's starting points and individual routines. Children bring in their favourite toys from home, which reassures and promotes their security with the childminder. These effective procedures help to support the transition from home.

Effective methods are in place to support children's emotional development. They follow simple 'house rules' and take part in a wide range of activities, which involve team work. For example, during a baking activity children take turns to mix and help each other spoon the cake mixture into cases. This requires good communication and negotiation skills. Children receive lots of praise and encouragement, which further supports their confidence and self-esteem. Procedures to prepare children for school include supporting their independence and self-care skills. This includes hand washing practices, learning to dress themselves through role play activities and helping to set the table for snack and lunch time.

A good range of freshly prepared meals and snacks contribute to a healthy lifestyle.

Children are learning about special dietary requirements through cooking activities where they use a 'special margarine' to bake cakes. Daily outings in the community mean that children benefit from regular fresh air and exercise. The childminder helps children learn about being safe as they practise and talk about road safety. They know they have to wear high visibility jackets so they can be easily seen and should not talk to other adults they see without the childminder's permission. This means children are beginning to learn about how to take responsibility for their own safety. There is a wide range of toys and equipment, which provide good levels of challenge and interest to support children's learning in all areas.

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

Children are effectively safeguarded because the childminder and her assistant have a secure knowledge of the possible signs of abuse and the procedures to follow should they have concerns about children in their care. The safeguarding policy is shared with parents so that they understand the childminder's role in protecting children from harm. Detailed, written risk assessments and daily checks promote children's safety both at home and in the community. This helps to minimise potential hazards so children are able to play and explore in a safe and secure environment. Child and adult ratios are well maintained through the effective deployment of the assistant, which ensures all children are well supervised at all times. Effective procedures are in place for outings in the community which ensures children are kept safe. Furthermore, the assistant has the necessary experience and has undergone relevant checks to ensure her suitability. As a result, children's welfare is well promoted as they continue to develop and enjoy learning.

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. Questionnaires from parents state that they are pleased with the 'home from home' environment in which their children are cared for by the childminder. There are good procedures with other providers who deliver the Early Years Foundation Stage, such as the local nursery and school. The childminder ensures there is consistency in children's care and learning. For example, she talks to teachers on a daily basis and also receives regular newsletters, which provide a two-way communication between the childminder and the setting. Older children take part in drama activities with the childminder, which helps to complement their learning from school.

Self-evaluation is robust and accurately identifies the strengths and weaknesses of the service. The childminder evaluates her provision with her assistant on a regular basis to support ongoing improvement. Regular attendance to local groups further supports the childminder's personal development as she shares good practice. Regular discussions and the use of questionnaires ensures parents are able to share their views about the care and learning they receive for their children. Parents are particularly pleased with their children learning sign language, which better supports their communication. The childminder would like to further develop links with nursery by having access to their online website which will better complement children's care and learning.

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	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	EY422376
Local authority	Birmingham
Inspection number	961669
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	20/09/2011
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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