

## Inspection date

Previous inspection date

31/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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 benefit from the warm and caring relationships that clearly exist between them and the childminder. This also helps them to feel settled and secure.
- The childminder uses the local environment to ensure children have a suitable range of activities outdoors to support their good health.
- The childminder has established positive relationships with parents which promotes consistency for children. She regularly shares information with them about their children's progress and parents share their child's achievements from home.

### It is not yet good because

- Fire detection equipment is not in working order to ensure the safety of children.
- Resources and activities to support children in being positive about people with disabilities are limited.
- Children have fewer opportunities to select from a wide range of role play resources, such as a kitchen, pots and pans so that they can be explored and used in a variety of ways.

## 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 activities and the interaction between the childminder and the children, in the main downstairs room.
- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector conducted a tour of the premises during the inspection.
- The inspector looked at a selection of policies, procedures and children's records and took account of the views of parents and carers from questionnaires.

## Inspector

Karen Cooper

## Full Report

### Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, brother and child aged 23 months in Birmingham. The whole of the ground floor of the premises and the master bedroom is used for childminding purposes. There is a fully enclosed garden for outside play.

The childminder visits the shops and park on a regular basis. She is able to collect children from the local schools and pre-schools. There are currently three children on roll, one of whom is within the early years age group. All of the children attend on a full-time basis. The childminder operates all year round from 7am to 7pm, Monday to Friday, except for family holidays.

### **What the setting needs to do to improve further**

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

- take reasonable steps to ensure the safety of children on the premises in the case of a fire by ensuring smoke alarms are in working order.

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

- extend the range of toys and resources to help develop children's awareness of differences in people with special needs and disability
- provide more role play activities so that children can explore real life experiences and initiate their own play and learning.

### **Inspection judgements**

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

The childminder has a suitable understanding of her role in promoting children's development. She recognises younger children's individual capabilities and she is currently focusing on settling children and forming attachments with them. She demonstrates during daily routines that she is steadily providing opportunities for children to make satisfactory progress in their learning and development. For example, she repeats sounds that babies make and responds to their gestures to encourage them to learn to communicate their needs and develop their language skills. The childminder communicates effectively at all times; she reassures children and speaks clearly. This, in turn, encourages younger children's personal, social and emotional development. Children have access to a variety of books, some of which acknowledge cultural differences. However, toys and play opportunities that help raise children's awareness and promote positive images of people with disabilities are limited. This hinders children's learning of the world they live in. Younger children have opportunities to increase their physical development through the daily routines. They use the baby walker to move around the available space and enjoy the opportunities to jump up and down in the door bouncer.

Children also benefit from outings to the local toddler group, library, parks and shops. These experiences encourage children's social skills in preparation for later transitions to nursery and school.

Children experience painting, printing and enjoy baking. They use a range of programmable and electronic toys to help increase their ability to understand how things work. They match sounds and letters and listen to various musical toys. Children have fun as they tap buttons and turn knobs on the cash register to see what happens next. These opportunities help children develop some useful skills for their future learning. However, there is very little equipment freely available to allow children to engage in role play. This results in missed opportunities to enable them to explore real life experiences and initiate their own play and learning. The childminder carries out observations of children's achievements and links these with the prime areas of learning. She has started to identify children's next steps in development which ensures children are steadily moving on to their next stage of learning. The childminder has developed systems to share regular information about children's ongoing progress with parents. She uses daily information sheets and also records any comments that parents provide about children's achievements at home. The childminder is aware of the requirements for the progress check at age two and has begun to prepare systems to complete this appropriately.

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

Children have formed positive relationships with the childminder and her family. They are familiar with their surroundings and the childminder reassures them by being constantly within sight. The childminder reminds children of the house rules so that they know what is expected of them. For example, they take their shoes off indoors and help to tidy up after playing with an activity. The childminder encourages the children to share, take turns and leads by example. She teaches children right from wrong and is sensitive to their feelings. As a consequence, children are secure and happy in her care. Children use a range of toys and resources which the childminder organises in the main living room for them to access.

Children learn from a young age how to keep themselves safe. The childminder teaches them to cross the road safely and explains to them to stop at the kerb and to look and listen to ensure they develop and increase their awareness for safety. Through effective daily routines, such as hand washing, children are learning about appropriate hygiene practices. Children are provided with a variety of nutritious snacks and any food provided by parents is stored appropriately. Parents are requested to complete an in-depth information form during settling-in time to enable the childminder to meet the children's individual needs. As a result, children rest and sleep according to parent's wishes and their individual needs. This ensures the transition from home to the childminder's setting is as smooth as possible for the children. Children use a range of outdoor resources and learn to play safely on larger equipment. This supports children's overall health and physical well-being. The childminder is aware of the importance of sharing information with other settings and has established links with the local school and pre-school to support continuity of care and learning for each child.

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

The childminder has an appropriate understanding of protecting children. She is aware of the procedures to follow should she have a concern about a child in her care. There is a written safeguarding policy and parents are informed about the childminder's responsibility to ensure children's safety. The childminder carries out both visual and written risk assessments on her home and any outings undertaken with the children. However, the smoke alarm on the first floor is not in working order and as a consequence children's safety is potentially compromised. This is also a requirement of the Childcare Register.

The childminder has increased her knowledge of the revised Early Years Foundation Stage and has an appropriate awareness of the learning and development requirements. She has started to use the Development Matters in the Early Years Foundation Stage guidance to support her systems of monitoring children's learning and has begun to evaluate her setting. She recognises there is scope for improving the range of resources and demonstrates a commitment to continuous improvement. She has attended all of the required training courses to develop her knowledge and understanding of her childminding role and has systems for self-evaluation. She often asks parents for their views through the use of a questionnaire in order to help her identify and monitor future improvements.

The childminder works closely with parents and regularly shares information about their child's care routines, activities and achievements. A number of policies and procedures are made available and this keeps parents informed about the setting. The childminder recognises the importance of working closely with other providers of the Statutory Framework for the Early Years Foundation Stage to ensure continuity of care and learning. She shares children's individual learning journey records with other professionals, in consultation with the parents, to ensure children get the support they need.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitable and safety of premises and equipment)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitable and safety of premises and equipment).

## 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

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | EY446430 |
|--------------------------------|----------|

|                                    |                |
|------------------------------------|----------------|
| <b>Local authority</b>             | Birmingham     |
| <b>Inspection number</b>           | 811002         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 17         |
| <b>Total number of places</b>      | 5              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | Not applicable |
| <b>Telephone number</b>            |                |

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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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