

Inspection date

Previous inspection date

20/02/2013

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

- Children are happy and motivated to learn because the childminder offers them plenty of praise and encouragement and provides a wide range of interesting and engaging experiences that accurately reflect their individual needs and interests.
- Children are provided with healthy and nutritious food and lots of physical exercise. They learn about the benefits of a healthy lifestyle and this is actively promoted by the childminder through discussions and a wide variety of planned and spontaneous experiences.
- Children are safe and secure because the childminder places a high priority on their safety. Comprehensive policies and procedures, shared with parents, accurately reflect the childminder's practice and effectively support children's welfare.

It is not yet outstanding because

- Opportunities for children to access a comprehensive range of resources and activities that encourage them to use all of their senses to investigate the natural world are not fully embraced.
- A wide variety of information and communication technology equipment is not readily available to children and, as a result, opportunities to enhance their knowledge and understanding of technology are not fully maximised.

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 held conversations with the childminder and children.
- The inspector conducted a tour of the childminder's home during the inspection.
- The inspector looked at a selection of policies, procedures and children's records.
- The inspector viewed the childminder's self-evaluation form and written comments received from parents.

Inspector

Carol Johnson

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 in Birmingham with her husband and their child aged one year. The whole of the property is used for childminding purposes. There is an enclosed garden available for outside play.

The childminder is currently caring for three children, two of whom are in the early years age group. Children attend for a variety of sessions. The childminder visits parks on a regular basis. She collects children from the local schools and pre-schools. The childminder operates all year round from 6.30am to 6pm, Monday to Friday, except for Bank Holidays and family holidays. 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:

- extend opportunities for children to use a wider range of information and communication technology equipment and to discover why things happen and how simple equipment operates, for example, programmable toys or a computer
- enhance children's play and exploration when out in the garden, by providing a greater variety of resources and activities that encourage children to use all of their senses to discover and investigate the natural world.

Inspection judgements

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

Children are engaged and having fun. The childminder thoughtfully provides a wide range of interesting activities that she knows children enjoy and will help prepare them for school. Older children confidently express their preferences and make lots of independent choices about their play and learning. The childminder successfully supports children's learning and development. She offers plenty of praise and encouragement and intuitively recognises when children need the time and space to play independently. She thoughtfully considers the differing needs and abilities of the children in her care and adjusts her planning accordingly. For example, while older children draw seated at the table, younger children play with construction toys on the floor. Children learn to investigate and explore using all of their senses as they squeeze and roll dough, and make marks using a cornflour and water mixture. They use rolling pins and cutters and talk excitedly about what they have made. The childminder extends their learning as she encourages them to count and identify various shapes and colours. Children learn about technology as they play with toys that react when various buttons are pressed or knobs turned. They use battery-operated toys, and older children sometimes play on a games console connected to the television. However, children's understanding of technology and how it works is not fully enhanced. This is because they do not have access to a wide range of information and communication technology equipment, such as programmable toys and a computer.

The childminder frequently observes children and effectively uses what she notices, together with information gathered from children's parents and any other settings they attend, to assess their starting points, progress, needs and interests. She maintains learning and development records called 'learning journeys' for each of the children. These are attractively presented and include information about the range of experiences children participate in, their achievements and the next steps in their learning. Parents contribute to these records and additional information is shared through daily diaries, photographs and discussions at either end of the childminding day. The childminder and parents regularly discuss ways that children can be supported at home and in the setting, and successfully work in partnership to meet children's individual needs.

The childminder provides a broad range of experiences for children indoors and outside. The conservatory is used as the main play area and contains a wealth of resources to promote children's all-round learning and development. For example, there is a low book rack in one corner and children independently select books to look at and read. Older children demonstrate a keen interest in books and are starting to link sounds to letters and recognise simple words. The childminder encourages children to listen to stories by encouraging them to look at the pictures and talk about what they think might happen next. She relates the stories and pictures to experiences children are familiar with and this increases their interest. Children communicate well; younger ones babble during their play and older ones are keen to talk about things that interest them. The childminder shows children that their efforts at communication are valued by listening and responding appropriately.

Children regularly go on outings, for example, to local parks, and these experiences provide them with opportunities to meet other people and use large physical play equipment. Consequently, they develop confidence as they take risks and learn new skills. Children develop physical skills as they participate in ball games and ride wheeled toys in the childminder's garden. They blow bubbles and watch as they are swept away by the wind and use their imagination as they draw and make marks using chalk on the slabs. However, opportunities for children to discover nature, and learn about where some food comes from and what plants need to grow and thrive, are not fully embraced. For example, there are no designated areas in the garden where children can freely dig in the soil and plant flowers and vegetables, and there are no bird feeders that encourage birds into the garden.

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

Children are at ease in the childminder's care. Flexible settling-in procedures help them to adjust at a pace that successfully reflects their needs and parental requirements. This helps children to make a smooth transition into the childminder's care. The childminder makes the effort to find out about children's home routines and works with parents, and others involved in children's care, to provide consistency and continuity. She talks to older children about their experiences at school and plans activities that extend and build on their interests and learning. The childminder helps children with homework, if required, and exchanges information with parents and school staff about how children are progressing and their behaviour.

The childminder offers a comfortable, inviting and child-friendly environment where children have plenty of space to play and rest. They enjoy easy access to wide range of quality books, toys and resources that promote all areas of learning, and additional resources are borrowed from a local toy library. Children are able to make independent choices because a good variety are accessibly stored in boxes on the floor and in drawers within low-level storage units. Children are actively encouraged to help tidy away toys and because of this they learn not to clutter play areas and develop a sense of responsibility.

All areas of the childminder's home used for minding are clean and safe. Effective hygiene routines are modelled by the childminder and help children to understand the importance of hand washing. Children learn about healthy lifestyles through a variety of spontaneous and thoughtfully planned activities, alongside everyday discussions. They access the outdoor environment on a regular basis and enjoy plenty of opportunities to exercise and expend energy. Food provided by the childminder is healthy and nutritious. Drinks are readily available. Mealtimes are relaxed occasions with children and the childminder eating together and enjoying each other's company. Children participate in cookery activities and sometimes help to prepare food for snacks and meals; as a result, they gain independence and learn to use equipment safely and sensibly. Older children demonstrate independence in relation to self-care and the childminder supports this through encouragement, patience and praise. Regular attendance at community groups helps to extend children's range of experiences and develop their social skills.

Children learn to act in a safe manner. They take part in regular emergency evacuation drills and the childminder uses stories to convey safety messages in a child-friendly way. She teaches children about road safety and this is regularly reinforced and practised during outings. Older children describe how they have to hold hands or the buggy and wait until the childminder says it is safe to cross the road. Children behave well and demonstrate very good manners. They respond well to the childminder's calm and approachable manner and show respect for people and property.

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

The childminder is organised and affords a high priority to children's health and safety. She fully understands her responsibilities with regard to meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Since registration she has undertaken a range of training courses that include food safety and safeguarding, and these have reinforced her existing knowledge and raised her awareness of relevant issues. Comprehensive and well-written policies carefully outline her procedures and responsibilities, and these are regularly reviewed and shared with parents. Risk assessment records are thorough and supported by daily visual safety checks and a wide range of safety precautions. For example, children are protected from the gas fire and hearth by a large fireguard, and hazardous items are stored well out of their reach. Children are only released into the care of authorised individuals, and all adults living in the home have been appropriately vetted.

Children benefit from the childminder's enthusiasm and desire for improvement. She is constantly reflecting on practice and has clear plans in place to develop her service. For example, she wishes to extend the range of resources and experiences available to children. The childminder effectively monitors children's progress and adjusts planning to reflect any changes in their interests or needs. She routinely evaluates activities and talks to children about what they enjoy and would like to do in the future. Furthermore, she has completed the Ofsted self-evaluation form and gathers and utilises parents' views. Written comments received from parents confirm how happy and settled children are in her care and one parent comments on how her child has 'come on in leaps and bounds'.

The childminder is not currently caring for any children who speak English as an additional language or have special educational needs and/or disabilities. However, she describes appropriate strategies to support their learning and welfare should she do so in the future. She regularly exchanges information with parents and any other professionals involved in children's care and education. As a result, children are well cared for and effectively supported to reach their full potential. The childminder maintains a daily diary that she shares with parents, and this includes information about their children's food intake, experiences and sleep patterns. The childminder is aware of the requirement to provide a written summary of children's development in the prime areas when they are aged between two and three; she is assembling clear records to support this.

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	EY448221
Local authority	Birmingham
Inspection number	882030
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
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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