

Inspection date

Previous inspection date

28/03/2013

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

- The childminder has a very caring and friendly nature. As a result, children settle easily into her care and are happy and content.
- Children are motivated to learn because the childminder is supportive of their efforts and praises their achievements. She thoughtfully asks children open-ended questions and by doing so, encourages them to participate in experiences, communicate and problem solve.
- The childminder has devised a comprehensive section of written policies and procedures. These promote children's welfare and provide clear information for parents about the childminder's service.

It is not yet good because

- Opportunities to extend children's learning are not fully exploited because the range of some resources and experiences are limited. In particular, those that help children to learn about and use technology, explore nature and engage in role play.
- Information gained through observation and discussions with parents and/or carers, is not used to best effect. It is not effectively used to assess children's progress and focus planning on where they need to move on next in their learning.
- A robust system for self-evaluation has yet to be devised and implemented to help monitor and improve practice.

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

Inspector

Carol Johnson

Full Report

Information about the setting

The childminder has been registered since 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and their four children aged three, six, 13 and 16 years in the Acocks Green area of Birmingham. The whole of the property, apart from the small front bedroom on the first floor, are used for childminding. The garden is not currently available for outside play. The childminder takes and collects children from local schools and pre-schools and provides overnight care.

There are currently three children on roll, all are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 6.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. She has an early years qualification at level 3.

What the setting needs to do to improve further

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

- improve the use of observation and assessment by; reflecting more effectively on observations to identify how best to support individual children, and focus planning on helping children to take the next steps in their learning
- improve the delivery of the educational programmes by; providing more resources and experiences, which encourage children to find out about and use technology, explore and investigate nature and express their imagination through role play.

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

- devise and implement a thorough self-evaluation process to more accurately identify strengths and areas for development.

Inspection judgements

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

The childminder demonstrates a satisfactory awareness of the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage.

Children are provided with a variety of spontaneous and planned experiences both indoors and outside. These suitably support their progress towards the early learning goals and help prepare them for the transition to school. For example, children learn to problem solve as they complete jigsaw puzzles and experiment with colour as they paint pictures. Three-year-old children show good pencil control and confidently write their own names. They develop balance and co-ordination as they use large physical play equipment in the park and dance indoors. Children visit the library and local community groups and these outings help to extend their learning and enhance their social skills.

The childminder thoughtfully uses some naturally occurring events to extend children's learning. For example, the childminder used the recent snow and cold weather to help children learn about change and what happens to snow as it melts and then freezes again. Children are motivated to learn because the childminder provides them with plenty of support, encouragement and guidance. She encourages them to think and ask questions and listens to their comments and responds appropriately. Consequently, children know that their contributions are valued and gain self-esteem. However, their learning is hindered because the childminder is still in the process of accumulating resources to support their play. There are not many role play items that help children express their imagination and recreate familiar experiences, for example, pretend household items. Similarly, children do not have access to a wide range of resources that help them to explore and investigate nature or find out about technology and how it is used.

Children have fun and are keen to participate in available experiences. They are confident and self-assured and laugh and smile during their play. The childminder regularly observes children using some of what she sees and hears to inform her planning of routines and experiences. She notices what children enjoy and shares her observations with their parents. The childminder has started to record some information in individual scrapbooks maintained for each child. Additionally, she offers parents some suggestions about how they can help support their children's learning at home and in other settings. However, the childminder is not effectively reflecting on information gained through observation and discussions with children's parents and/or carers. For example, she does not always use observations to consider where children need to move on next in their learning. Consequently, her ability to successfully plan and provide experiences that help children reach their full learning potential is reduced.

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

Children are at ease in the childminder's care. They happily go to her for comfort, reassurance and support. Flexible settling-in procedures help children to adjust at a pace that suitably reflects their needs and parental requirements. The childminder maintains regular dialogue with parents and obtains a range of information to support children's welfare. For example, she asks parents about home routines, children's preferences and any additional needs. Furthermore, she encourages parents and children to visit her home several times before their children are left in her care. As a result, consistency of care is fostered and the childminder is able to support children's smooth transition into her care.

All areas of the childminder's home used for minding are suitably clean and safe.

Appropriate hygiene routines are modelled and promoted by the childminder. As a result, children understand the importance of hand-washing. Children develop personal care skills that are appropriate for their age and stage of development. The childminder supports their growing independence through praise and encouragement. She is patient and supports children's efforts to do things for themselves. Older children practise dressing themselves as they change into their uniform ready for nursery. They show confidence and pride in their independence.

Children learn about healthy lifestyles through everyday discussion and some planned activities. They talk about healthy eating at mealtimes and dance and move to music in the childminder's home. The childminder's garden is not currently being used. This is due to gaps in the boundary fencing and debris left from recent building work. However, the childminder regularly takes children to a local park for outdoor play and physical exercise. As a result, they develop confidence as they take risks and learn new skills. They run around and expend energy and learn about the changes that happen in their bodies when they are active. The childminder uses everyday discussion to teach children about road safety and 'stranger danger'. This is regularly reinforced and practised during outings.

The childminder offers a comfortable and homely environment, where children have sufficient space to play and rest. Children make some independent choices because a small selection of resources is stored in ways that they can easily access. For example, some resources are accessibly stored in within child-height plastic storage units. Children are encouraged to help tidy away toys and because of this, they learn not to clutter play areas and develop a sense of responsibility. Children respond well to the childminder's calm and approachable manner. They behave appropriately and demonstrate good manners. Children act in a safe manner and are learning to share and take turns in their play.

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

The childminder demonstrates an appropriate understanding of her responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. She is conscious of the need to ensure that the environment in which children play and rest is safe and carries out daily visual risk assessments of her home. A range of safety equipment is in place to help safeguard children. For example, a fireguard protects children from the potential risks associated with the gas fire and hearth. Hazardous items are stored out of reach of children and the childminder does not use the cooker while minding. The childminder provides overnight care and has assessed and minimised potential risks associated with this. For example, she ensures that smoke alarms are maintained appropriately and has devised a clear emergency evacuation plan. The childminder demonstrates a suitable knowledge of her role and responsibilities with regards to child protection. She describes some of the potential signs and symptoms of abuse and knows to record and report any concerns. All adults living on the premises are suitably vetted and children are only released into the care of authorised individuals.

The childminder has started to evaluate her practice and uses a variety of methods to do

so. For example, she has started to complete the Ofsted self-evaluation form and informally assesses and reviews her practice on a daily basis. However, self-evaluation is not rigorous. Clear strategies are not in place to accurately monitor planning and children's progress. The childminder has a general idea of her strengths and weaknesses and has started to consider her priorities for improvement. The childminder describes her main strength as the positive way that she interacts with children in her care. Furthermore, she identifies that children and families benefit from her experience as a mother and childcare practitioner. She recognises that some resources are lacking and is keen to improve the service that she provides. The childminder has attended some training since registration, for example, in respect of health and safety and uses the internet for research and activity ideas.

The childminder is building relationships with parents and works with them to provide appropriate care and support for their children. Required information is gathered from parents, for example, emergency contact details and permission to administer any necessary medication. Some information is exchanged between the childminder and parents and/or carers in respect of children's progress and achievements. The childminder has begun to forge links with other settings that some children attend and routinely discusses planned activities, events and their learning and welfare. She is not currently caring for any children, who speak English as an additional language or special needs and/or disabilities. However, she describes appropriate strategies to support their learning and welfare should she do so in the future. The childminder speaks and understands a variety of languages and these include English, Punjabi, Urdu, Gujarati and Mirpuri. Consequently, she is able to offer an increased level of support for children and their parents, who communicate using these languages.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 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 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	EY449835
Local authority	Birmingham
Inspection number	886390
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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, 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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