

Inspection date

Previous inspection date

17/03/2014

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 requires improvement

- Children develop their early language and communication skills through role play activities, songs and discussions with each other.
- Strong partnerships are developing with parents which supports a two-way flow of information. This helps children to continue and extend their learning both with the childminder and at home.
- The childminder has a suitable understanding of safeguarding procedures and this enables her to promote children's well-being and keep them safe from harm.

It is not yet good because

- The childminder does not always use her observations and information about children's interests well enough to help identify the next steps in learning. As a result, some activities are not planned well to provide sufficient levels of challenge to fully engage children in order to help them make the best progress.
- Children are not encouraged to tidy up toys, before they take more out. As a result, a gradual build-up of toys prevents children from having enough free space to play safely in the home.
- The system for self-evaluation has yet to be fully considered in order to provide an accurate reflection of the setting's strengths and weaknesses, to ensure that improvement plans are effectively implemented. Parent's and children's views are not regularly gathered to help identify all future priorities.

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 engage in a range of indoor learning activities and daily care routines with the children.
- The inspector spoke with the childminder, children and parents during the inspection.
- The inspector looked at children's learning journals, documentation and a selection of policies and procedures.
- The inspector looked at other areas, such as the kitchen and the garden.

Inspector

Kashma Patel

Full report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner and three children aged two, six and 12 years in the Harborne area of Birmingham. The childminder uses the kitchen, playroom, toilet on the ground floor and lounge on the first floor. There is no access to the second and third floors of the premises. There is access to an outdoor play area. Access to the premises can be gained via three steps which lead to the front door.

The childminder visits local parks and pre-school groups in the area. She walks children to and from school. She cares for children over five years of age. There are currently 10 children on roll, of whom two are in the early years age range. The childminder cares for children who speak English as an additional language. The childminder operates all year round from 7.30am to 6.30pm, Monday to Thursdays, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- make better use of ongoing observations to help plan for the next stage in children's learning; ensure activities are better planned around children's interests to provide sufficient levels of challenge for individual children to help them make the best possible progress.

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

- develop children's understanding of being safe in the home by encouraging them to tidy away toys before they take more out to ensure they have enough free space
- extend the process for continuous improvement by more accurately identifying and planning for all future priorities and give parents and children more opportunity to share their views.

Inspection judgements

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

The childminder supports children generally well as she interacts with them and follows their lead in play. As a result, young children make satisfactory progress in their learning and development. She gathers useful information from the start, as agreed and discussed

with parents, which is used to initially plan some interesting and age-appropriate activities. The childminder has recently started to care for children and is developing her knowledge of how to use observations in her future planning. As a result, some activities are not always planned well enough to fully engage and challenge individual children. This means children make satisfactory, rather than good progress.

The childminder helps children learn new words through a wide range of activities. For example, during story time, the childminder talks and repeats words, which children listen to and copy. They develop their critical development as they re-tell familiar parts of the story. Children request for their favourite songs, such as 'Incy Wicey Spider', which helps them to make decisions and further supports their language development. The childminder supports children's imagination through role play activities where they make cups of tea for each other. The childminder supports children's learning as she follows their lead and joins in their play. She asks lots of questions and repeats words to support their vocabulary. The childminder makes suggestions about how children can extend their learning and enjoyment. For example, when a child asks what a toy syringe is, she explains and suggests that they get a doll, to extend children's interest. The childminder is bilingual and regularly speaks to children and supports their awareness of other languages. She also collects words in children's additional language to help support their communication.

The childminder provides parents with information about activities children enjoy with her, which helps children to extend their learning at home. Children borrow books and also bring cakes they have made at home, which helps to extend their learning from home. The childminder ensures children develop appropriate physical skills as they use the equipment in the local park and the garden. They play with the pushchairs, bikes and footballs to support their physical development. Small muscle skills develop as children use a range of small role play equipment, such as play food. Children interact with other children and adults they meet at local groups and the library, which helps them develop skills for the future and prepares them for the next stage in their learning.

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

Children are happy and have a close bond with the childminder who takes time to get to know the children. As a result, children settle well in her care and develop the independence required for their future learning. Children bring in their own personal items, such toys from home, which gives them a sense of belonging and security. Suitable procedures are in place to support the transition from home. This includes trials periods and a gradual settling in time, which is planned around the needs of the child. The childminder supports children's emotional well-being and self-confidence through attendance at local groups.

Children benefit from daily fresh air, which ensures they have regular fresh air and exercise to help maintain a healthy lifestyle. Parents provide food for their children, which meets their individual preferences and dietary needs. The childminder supplements this by offering children healthy snacks which consist of fresh fruit, toast and yoghurt. Water beakers are accessible at children's level, so they can help themselves when they are

thirsty. Children learn about being safe through daily outings where they learn about road safety. They know they have to listen out for cars when crossing the road and walk in pairs, which helps children take responsibility for their own safety.

Children freely access a wide range of toys and equipment in the home which supports their interests and independence. However, they are not encouraged to tidy up before they take more out. The gradual build up of a larger amount of toys impacts on children's free space and also on their ability to move around safely. The childminder helps children prepare for the next stage in their learning through discussions, visits to the school and stories.

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

Children are adequately protected and kept safe from harm due to the childminder's secure knowledge of safeguarding and child protection practice. She has a suitable awareness of the possible signs of abuse and the procedures to follow should she have concerns about children in her care. The safeguarding policy includes a procedure for the use of mobile phones and cameras which helps to promote children's safety. The childminder has conducted risk assessments for her home and of regular outings in the local community. Safety equipment, such as finger guards and stair gates are in place to help protect keep children safe from potential hazards. Suitable procedures are in place to keep children safe from persons who may not be vetted. For example, visitors are not left alone with the children and a full record is maintained in relation to all people visiting the home.

Strong partnerships are developing with parents, which ensures children's care and learning is adequately promoted. Parents receive daily verbal and written feedback about children's daily care and activities they take part in which enables parents to be involved in their children's learning. Parents state that their children are happy and have settled with the childminder, who keeps them well informed of their children's daily progress. Children do not currently attend any other settings that deliver the Early Years Foundation Stage. However, the childminder is clear about developing partnerships with other early years settings to support continuity of care and learning for each child.

The childminder provides a suitable range of play opportunities to help children make satisfactory progress in their learning and development. However, sometimes information from observations is not used well enough to plan for the next stage in children's learning. This means that some activities do not fully engage children and provide suitable levels of challenge for them because they are not precisely matched to children's individual learning needs. As a result, children make satisfactory, rather than good, progress in their learning. The system for self-evaluation is in the early stages. The childminder has identified some areas for further development to help her improve the educational programme. She would like to develop her observations and seek more support from other childminders. She has started to talk to parents about their views, but this is in the early stages and therefore parents and children have not had enough time and sufficient opportunities to contribute their ideas and views.

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	EY466782
Local authority	Birmingham
Inspection number	937310
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	10
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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