

Inspection date

Previous inspection date

28/09/2012

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

- The childminder has a good knowledge of how young children learn and provides a wide range of activities in the prime areas to support their learning and development. Children make good progress in their early communication skills.
- Learning journals give an accurate picture of children's starting points and the next steps in their learning, which is used to plan an interesting range of activities.
- Children show good levels of confidence and have secure attachments with the childminder. She collects detailed information on their individual needs and uses this to help them settle with her.
- There is a good range of safety equipment and procedures to follow which help to keep children safe and promote their welfare.

It is not yet outstanding because

- The organisation of resources does not always facilitate young children's independent choice.
- Children do not have enough opportunities to recognise print in their environment.
- The system for self-evaluation does not currently fully include the views of children's parents and carers.

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 in the main downstairs room and the conservatory.
- The inspector spoke with the childminder at appropriate times throughout the inspection and also spoke to a parent.
- The inspector looked at children's learning journeys, planning documentation, the childminder's self-evaluation form and a selection of policies and children's records.
- The inspector looked at other areas, such as the playroom, conservatory and garden, and the bedrooms and bathroom on the first floor which are used for childminding.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2012. She lives with her husband and three children aged 21 months, six and 12 years in Solihull. There are shops and schools within easy walking distance. The whole of the house is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently caring for five children, all of whom are in the early years age range and attend on a part-time basis. The childminder walks and uses her vehicle to transport children to local schools and pre-schools. She is a member of the National Childminding Association and receives support from the local authority.

What the setting needs to do to improve further

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

- improve the organisation of the environment to ensure younger children are able to access toys and equipment safely, enabling them to develop their free choice and independence
- create an environment rich in print where children can learn about words, for example, using names, signs, posters and labels
- develop further the process for self-evaluation to include the views of parents and carers.

Inspection judgements

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

The childminder has a good knowledge of the Early Years Foundation Stage and the different ways in which children learn. She plans activities in the prime areas to help children acquire and develop skills in their communication and language and their personal, social and emotional development. These skills will help prepare young children for the next stage in their learning. The childminder use the 'Development Matters' guidance and children's interests to plan a good range of activities which children clearly enjoy and benefit from. For example, they develop skills in communication as they use non-verbal actions to indicate which song they would like to sing. They also read stories with the childminder. This further supports their vocabulary and provides opportunities to recognise letters of the alphabet. However, there is potential to improve children's access to and recognition of print through the use of labels, posters and signs in their environment.

Children develop good skills in their balance and coordination as they access a range of equipment, such as slides, trucks and a climbing frame. They learn to share toys with their peers and show concern for each other. For example, a young child finds a comforter for another child who is tired and unsettled. Through regular outings to local pre-school

groups children learn to socialise with others and develop their knowledge and understanding of their local environment.

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

The childminder has effective systems to help children settle with her and promote their well-being. For example, she gains and makes use of valuable information from parents when completing 'all about me' records. These detail children's individual needs, their interests, favourite toys and any fears that they have which may impact on their care or learning. Children display confidence within their care environment. For example, as they move around the home selecting toys and resources of their choice.

The childminder promotes children's good health through the effective procedures she has in place for nappy changing and hand washing. She talks to children about foods which are more and less healthy as they play with cards which show different types of food. This helps to develop their understanding of the importance of leading a healthy lifestyle. At snack time, children's awareness of eating healthily is further enhanced as they enjoy fresh and dried fruit, such as banana and raisins. All children have their own colour coded items, such as water beakers, bowls and flannels. This helps them to recognise their own and others' resources, develops their independence as they can easily recognise which is their own item, and supports their colour recognition skills.

Children learn about positive behaviour as the childminder encourages them to share and take turns with toys. They receive rewards of stickers which promotes their self-esteem. The childminder has a good knowledge of how to prepare children for a transition to another setting and works with other providers who deliver the Early Years Foundation Stage. Procedures include working closely with schools and other settings to pass information on relating to children's development to promote consistency in their learning.

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

The childminder is committed to further developing her practice. She has attended additional training and has clear plans to promote improvement to the service she provides. The childminder uses the self-evaluation process to monitor her practice and as a result, has made some changes. For example, children's coat pegs have been moved to allow children better access to their bags, which also promotes their independence. Systems to fully include children's parents and carers in the process of the evaluation is in the early stages. However, some improvement has been made as a result of talking to them. For example, parents requested for the pick-up point for their children at school to change to promote their safety, which the childminder acted upon.

The childminder has implemented good procedures to help her observe, assess and monitor each child's progress. Good partnership working with parents supports them in understanding the Early Years Foundation Stage, which means that children's care is consistent and parents are involved in their child's learning. Parents' feedback is obtained through discussions, and a daily diary is in place for them to make further comments.

Parents say that their children are happy and very settled in the childminder's care.

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and has appropriate policies and procedures in place to support children's safety and welfare in the setting. All household members have been subject to appropriate checks, including the assistant who the childminder works with on some occasions. The childminder ensures her home is welcoming, safe and stimulating. This means that children enjoy their play and learning, their confidence and self-esteem are promoted and they have a positive experience which forms a good base for their future 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	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	EY444038
Local authority	Solihull
Inspection number	790062
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	6
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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