

Inspection date	07/01/2013
Previous inspection date	17/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 a well-resourced playroom and are keen to participate in the activities. They make choices about their play and select resources independently.
- Children are happy and settled and show how relaxed they are with the childminder and her family.
- Children know to sit at the table to eat and mealtimes are treated as a social occasion. The childminder and children sit together around the table to enjoy their food and each other's company.
- Children are encouraged to understand that washing their hands at regular times throughout the day helps keep them healthy.

It is not yet good because

- Children's actual hours of attendance are not recorded to help protect their safety.
- The childminder does not always inform Ofsted of significant events as is required.
- Information gathered about children's learning and development is not always used effectively to identify the next steps in their learning to ensure their continued progress.
- Although the childminder has started to monitor and evaluate her service, she does not effectively incorporate the views of parents to help her continue to improve her setting.

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 conducted a tour of the premises during the inspection.
- The inspector observed the childminder engage in a range of indoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder and children.
- The inspector looked at a selection of policies, procedures and children's records.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged four and seven years in Shirley, Solihull. The ground floor of the house is used for childminding purposes. There is a fully enclosed garden available for outside play. The family has a pet dog and two guinea pigs.

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 five children on roll, of whom two are within the early years age group. All of the children attend on a part-time basis. The childminder operates all year round from 7.30am to 5.30pm, 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:

- maintain a daily record of the children being cared for on the premises and their hours of attendance
- ensure Ofsted is notified of any significant event and the action taken in respect of it as soon as reasonably practicable or within 14 days of the incident occurring.

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

- improve children's assessments and the planning of activities and experiences by using the completed observations of what children can do to identify their next individual learning steps and ensure they continue to make progress
- improve self-evaluation to incorporate the views of parents to help monitor progress towards future goals.

Inspection judgements

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

Children are happy and settled in the childminder's care and make choices about their play. They select from a varied range of age-appropriate toys and resources which help them make sufficient progress in their learning and development. The childminder has an appropriate knowledge of the seven areas of learning and plans a range of indoor and outdoor activities to promote children's learning. She obtains some information from parents during settling-in time about children's likes and dislikes and follows children's ideas about what they would like to do. For example, children request to play with the alphabet matching game and the childminder effectively fosters their language development through keen interactions during the activity. She asks the children questions to make them think and encourages them to match words to picture cards and repeat letters of the alphabet. This helps develop children's language and early literacy skills. The childminder observes children during activities and records what they can do. However, the information gained from the observations is not consistently used to plan the next steps in children's learning to further enhance their progress. Children's individual learning

files are shared with parents to keep them informed of their child's activities and progress.

Children's simple mathematical skills are fostered through daily activities and discussions about numbers, colours, shape and size. For example, they competently complete a 24 piece jigsaw puzzle and confidently count some of the pieces in sequence. They express themselves well using mathematical language, such as above, below and the same, and build using a range of construction bricks. Children enjoy using their imagination and have access to a variety of role play resources. They happily dress and undress the dolls and pretend to feed them and enjoy dressing up as favourite characters. Children regularly join in creative activities, such as cooking, collage, sticking, painting and drawing. Some of their artwork is attractively displayed within the playroom, which helps provide them with a sense of belonging. Equality of opportunity is promoted, and children have access to a range of resources and play opportunities and activities which reflect diversity and acknowledge cultural differences. Children also benefit from a range of activities outside the setting. They go for walks to the park and attend the local toddler group. These opportunities help encourage children's social skills in preparation for later transitions to nursery and school.

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

Children are settled and have formed positive relationships with the childminder. They are provided with clear boundaries which they understand, for example, they know to remove their shoes when indoors and to help tidy up. Children are valued and their individuality is respected. The childminder ensures that they understand the need to share and to use their manners. She praises children for their efforts and uses stickers as a means of reward. This helps build children's self-esteem. Children benefit from a well-organised playroom where they are able to explore and play freely.

Children learn from a young age about what is dangerous and how to keep themselves safe. They learn about fire safety and regularly join in practising the fire evacuation procedure. This ensures they know what to do in the event of an emergency. Children are helped to enjoy their food and are encouraged to learn good table manners. The childminder discusses children's individual dietary needs and preferences with parents during settling-in time and ensures these are met. Settling-in procedures are flexible to ensure each child feels comfortable and confident in the childminder's home when making the transition from home into her care. Through effective daily routines, such as hand washing, children are learning about appropriate hygiene practices. They get plenty of robust physical exercise. They use the outdoor facilities including monkey bars, play house, swings and slides and learn to play safely on larger equipment. This supports children's overall health and physical well-being.

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

The childminder has an appropriate awareness of safeguarding procedures and has attended training to keep her knowledge up to date. She has devised a safeguarding policy which she shares with parents to ensure they are aware of her responsibilities.

However, the childminder has failed to inform Ofsted of a significant event relating to a child being involved in an accident in her care. This is a breach of welfare requirements and potentially compromises children's safety and well-being. That said, the action taken at the time demonstrates that the childminder acted in the child's best interests and the child received appropriate treatment. The childminder carries out both visual and written risk assessments on her home and any outings undertaken with the children to ensure they can play and explore safely in a suitable environment.

The childminder is an experienced practitioner and holds a level 3 childcare qualification. She understands how children learn and has an appropriate awareness of the learning and development requirements. As a result, children make satisfactory progress towards the early learning goals. The childminder is aware that there is scope for improving the observational assessment procedures to ensure the information gained is used more effectively to plan the next steps in individual children's development. She demonstrates a commitment to continuous improvement through attending some training and has started to identify areas for improvement. However, she has not yet included parents' views in the self-evaluation of her setting to help her effectively identify and monitor future improvements.

The childminder has positive relationships 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 these keep parents informed about the setting. The childminder has the required recording procedures in place to keep a record of children's accidents and medication. However, children's hours of attendance are not accurately recorded to ensure their safety is fully protected. 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.

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:

- keep a daily record of the children look after on the premises and their hours of attendance (Records to be kept) (both parts of the Childcare Register)
- inform Ofsted of any serious accident or injury of any child while receiving childcare (Matters affecting the welfare of children) (both parts of the Childcare Register)
- take action as specified above (Records to be kept; Matters affecting the welfare of children).

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	257559
Local authority	Solihull

Inspection number	818548
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	5
Name of provider	
Date of previous inspection	17/02/2010
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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