

Inspection date	30/01/2013
Previous inspection date	02/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 cared for in a welcoming family home where the childminder forms close attachments with them. She nurtures their confidence and self-esteem and helps them feel comfortable and secure.
- Children make good progress in their learning and development. They are enthusiastic and keen to make choices about what they would like to do.
- The childminder works well with parents from the outset; this ensures children's individual needs are closely monitored.
- The childminder uses consistent and clear boundaries for children who develop a good understanding of acceptable behaviour. This helps children develop positive relationships and helpful attitudes to each other.

It is not yet outstanding because

- There is room to extend children's outdoor play experiences by providing them with more opportunities to engage in the natural world, such as by helping them learn about growing plants and caring for living things and the environment.
- There is scope to provide parents with more opportunities to continue children's good learning at home. For example, sharing ways parents can support children's next steps in learning and development so that they can fully share in their children's ongoing achievements.

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 and children engage in a range of indoor learning activities, play and lunch time routines.
- The inspector held discussions with the childminder.
- The inspector looked at children's assessment records and record keeping procedures.

Inspector

Jacqueline Nation

Full Report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 10 and six years in a house in the Great Barr area of Birmingham. The lounge on the ground floor and the rear garden are used for childminding. Bathroom facilities are available on the first floor. The childminder visits stay and play groups and parks on a regular basis. She collects children from the local schools and nurseries.

There are currently eight children on roll, three are in the early years age group who attend for a variety of sessions and five are school-age children who attend before and after school. She is open all year round, Monday to Friday, except for family holidays. The childminder is a member of the National Childminding Association and she holds a recognised childcare qualification.

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 fully maximise all aspects of their learning and development while using the outdoor area, such as by providing growing and planting activities to extend their knowledge and understanding of the natural world
- develop further the relationships with parents and carers to share with them ways they can fully support children's next steps in learning and development at home.

Inspection judgements

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

Children are happy and enjoy their time in this welcoming and friendly home environment. The childminder has a good understanding of how to engage children in their learning through capturing their individual interests. She has a secure knowledge of how children learn and recognises that they develop and learn in different ways. Consequently, they make good progress in their learning and development.

The childminder works closely with parents from when the child starts to find out about their child's individual needs. A starting point for this is the useful information detailed on the 'All about me' form. The childminder is clear about how her observations support children's progress by using the information gained to plan the next steps in learning. Progress reports, including the Early Years Foundation Stage progress check at age two, give parents a good overview of their child's development. However, there is scope for share with parents ways they can be more involved in their child's learning and development by supporting their children's next steps in learning at home.

The environment is organised to ensure developmentally appropriate equipment is easily accessible for children to initiate their own play. They enjoy the time spent making their own discoveries, for example, while playing with the contents of the doctor's case they

attempt to put on a stethoscope and glasses. The childminder makes adjustments through the day to ensure all children are included in activities and achieve well. She listens carefully to what they say and support their interests by responding to their individual learning and development needs.

Interaction between the childminder and the children is good and this promotes children's sense of security and belonging. The childminder works at the children's level and this ensures they get plenty of support and encouragement as they play. A strong emphasis is placed on promoting children's confidence, language, communication skills and physical development to underpin their future learning. The childminder encourages children to develop positive relationships, and learn about sharing and taking turns. Children enjoy singing rhymes, listening to stories and looking at books together, this fosters their language development and helps them to form close attachments. They act out favourite stories which children thoroughly enjoy as they go hunting for bears. Older children are showing a keen interest in letters and sounds. The childminder nurtures this aspect of learning using a range of teaching strategies and resources, such as alphabet games and puzzles. From an early age, children have good opportunities to make marks using chunky crayons for little hands. They draw pictures of 'rainbows' and use their senses exploring a range of 'messy' activities, such as jelly and corn flour play.

Children's understanding of the world is fostered as they begin to explore and observe features of the local environment. They visit a 'stay and play group' and enjoy trips to the park. They learn about differences in society, and take part in craft activities and food tasting sessions during the Diwali festival and Chinese New Year. Mathematical skills are fostered well through play with discussions about numbers, counting and colours. The childminder recognises the learning opportunities through everyday activities. For example, on outings, she encourages the children to count cars and they learn about weight and capacity while measuring out ingredients during cooking activities. They sort objects by colour and size and younger children persevere while completing inset puzzles. Children's physical development is effectively supported and indoors they like dancing and action songs, such as 'heads and shoulders'. While children also have opportunities to play in the garden there is potential to build on the learning opportunities available to them. For example, so they can widen their knowledge and understanding of living things and caring for their environment. Overall, children are supported well to acquire the skills and capacity to develop and learn, and be ready for their next stages in their learning.

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

Children's welfare, care and safety are fostered effectively as the childminder plans a safe, well-maintained environment in which children play and learn. The childminder is knowledgeable about children's individual needs and unique characteristics. For example, the childminder is aware of the signs when a child is getting tired or needs reassurance with a cuddle. The childminder works closely with parents to make sure the routines she follows with each child are familiar and comforting. The childminder plans effectively to make sure children are happy, comfortable and have plenty of attention to help them feel

special. Children's behaviour is good because they respond well to the childminder's calm and patient disposition. The childminder acknowledges their achievements with lots of praise and encouragement. Gentle reminders help children understand about being kind to each other and taking turns.

The childminder values partnerships with parents. She is clear about how good communication ensures children's needs are met and their protection assured. She provides parents with a daily diary detailing their child's care routines and achievements. Children benefit because the childminder liaises with local schools and nurseries to support children's continuity of care and learning to smooth their transitions. Equality of opportunity is well considered. The childminder's practice is very inclusive. All children and their families are warmly welcomed into her home and treated with respect and equal consideration. She has strategies in place to support children who have English as an additional language to help foster their language skills whilst in her care.

Children's individual health, physical and dietary needs are effectively met. Their specific health, dietary needs and allergies are well documented and understood by the childminder. Children learn about healthy lifestyles and follow good hygiene practices as they wash their hands at appropriate times during the day. Healthy eating is encouraged and children enjoy a range of well-balanced meals and healthy snacks to meet their needs. Children's well-being is always a priority. The childminder is vigilant about children's safety and she supervises them well at all times. She talks to the children about road safety, staying together and stranger danger while on outings, to help them learn about keeping themselves safe.

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

Children are safeguarded effectively because the childminder is clear about her role in keeping children safe. She is secure in her knowledge of the procedures to follow in the event of a concern about a child in her care. Children benefit from the childminder's commitment to ensuring the premises are safe by using ongoing risk assessments for indoors and outings. The required smoke detection and fire control equipment are in place and children are familiar with the emergency evacuation procedures.

The childminder has failed to meet the requirements of the Childcare Register in relation to the arrangements for safeguarding children and the procedures for dealing with complaints. This means that the required written statements are not in place, or made available to parents to ensure they are fully informed about the procedures to follow in the event of a concern.

The childminder has embraced the recent changes in the Early Years Foundation Stage and this is reflected in her good practice. She uses her good knowledge and understanding of the learning and development requirements, and how children learn, to monitor the educational programmes. As a result, she ensures children have access to a wide range of learning activities to support their individual progress towards the early

learning goals. Observations are used to plan effectively for the children's next steps in their learning with a good focus on the prime areas of learning to ensure children make a good start. The childminder ensures she incorporates the specific areas of learning to support children's emerging needs and interests. All children benefit from good levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities.

Systems for monitoring and evaluating practice are in place. The childminder knows her strengths, and areas for development to further improve learning experiences for children. The actions and recommendations from the last inspection have been implemented well to improve children's welfare, well-being, learning and development and help strengthen the focus on continuous improvement through self-evaluation.

The childminder has undertaken a wide range of courses to enhance many aspects of her practice. She holds a recognised early years qualification and has completed 'Makaton' sign language training which helps her support and enhance children's communication and language skills. The childminder has identified training courses to complete and update her skills and knowledge, for example, in safeguarding and food hygiene. Partnerships with parents are good and there is good communication in place with regard to children's well-being and achievements. The childminder has a clear understanding of the importance of working in partnerships with external agencies to ensure appropriate interventions for children who may need additional support.

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 and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children)
- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from

abuse or neglect (Arrangements for safeguarding children)

- implement a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (Procedures for dealing with complaints).

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	EY270859
Local authority	Birmingham
Inspection number	819870
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	02/03/2009
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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