

Inspection date	31/01/2013
Previous inspection date	07/05/2009

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 happy, content and enjoy attending this welcoming setting. They take part in a wide range of activities within the home and on outings. This supports them in making good progress in their learning and development.
- Children feel safe and secure with the childminder, who provides a caring and loving environment. They form a strong bond with the childminder, who knows them well, which helps children gain a sense of well-being and belonging.
- The childminder has a good understanding of health and safety, ensuring that children are safe and secure. She assesses risks to her premises and minimises hazards to enable children to enjoy their environment freely.

It is not yet outstanding because

- Opportunities for parents to contribute to their child's ongoing assessments have yet to be fully embraced to further enhance children's learning and development.
- The childminder does not always make best use of the information gained from her observations to further support her planning across all seven areas of learning.

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 the childminder engage in a range of indoor learning activities, play and daily care routines.
- The inspector held discussions with the childminder.
- The inspector looked at a selection of policies, children's assessments records, risk assessments and the childminder's self-evaluation form.

Inspector

Jacqueline Nation

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 adult child and one child aged 10 years in Great Barr, Birmingham. The whole ground floor of the house is used for childminding purposes. First floor rooms are not used except for access to bathroom facilities. There is a fully enclosed garden available for outdoor play. The family has four cats, gerbils and a bearded dragon.

The childminder has completed basic training including first aid and child protection. She

also holds a recognised early years qualification at level 3. There are currently seven children on roll, three are in the early years age group who attend for a variety of sessions and four are school-age children who attend before and after school. The childminder is open all year round, from 7am until 6pm, Monday to Friday.

What the setting needs to do to improve further

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

- enhance the use of information gained from observations to further support and focus on children's learning and development across the prime and specific areas of learning
- extend the relationships with parents and carers to further involve them in their children's learning and development, enabling them to fully support children's learning at home.

Inspection judgements

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

Children enjoy their time with this experienced childminder, who has a good understanding of how children learn and develop. The childminder provides children with a broad and balanced range of enjoyable and purposeful activities, both indoors and outside. She compiles individual learning journals for each child to show how they are progressing in their learning. They include a range of observations, photographs and children's artwork. There is scope for enhancing two aspects of practice with regard to assessment. The information gained from observations is not always used as well as it could be to inform planning across all areas of learning. The childminder keep parents fully informed about their children's progress. However, the opportunities for them to be more involved in their child's learning and development to further support their child at home have not yet been fully embraced.

The childminder places a good focus on promoting children's confidence, communication skills and physical development through play. Children enjoy playing in the garden and outings to local parks and soft play centres where they can develop their physical skills. Visits to stay and play groups help children develop their social skills, learn about sharing and taking turns. The childminder encourages children to choose what they want to play with and offers suggestions to younger children that she knows they will enjoy. Children particularly like small world play sets, and use their imagination with a range of play figures and emergency vehicles. The childminder encourages children to listen to the

sounds they can hear, such as a fire engine. New words are introduced while looking at picture books and the childminder talks to the children as they play to help foster their emerging language skills. Children enjoy story time and singing, and use a range of resources for making marks using magnetic pens on drawing boards, paint and play dough. Children's mathematical skills are developing well. Younger children attempt to fit the shapes in the shape sorter and complete inset puzzles. Older children sort beads into colour groups, enjoy threading and measuring the depth of the snow using rulers.

The childminder effectively promotes children's understanding of the world through discussions and observations. Children talk about the weather and changing seasons while exploring outdoors. They enjoy visits to a local nature centre where they can see a range of animals in their natural habitat, and plant sunflower seeds and watch them grow. Children learn about diversity and use a range of resources that reflect positive images of society; for example, books, puzzles and dressing up clothes. Children are given time to play at their own pace and this helps them become independent and inquisitive learners. Overall, they are supported well to acquire the skills and capacity to develop and learn, and be ready for their next stage in learning.

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

The childminder has developed strong and positive relationships with the children in her care. She promotes a strong sense of security and emotional well-being as she shows concern for children's feelings. She is attentive to all their needs and is quick to respond to any signs of discomfort by being close by and talking to them about what they need. The childminder effectively supports children in becoming self-assured and confident learners. Children's behaviour is good. The childminder is clear about how she can build their confidence and help them feel secure. She offers children plenty of praise, supports them in learning between right and wrong and helps them develop positive relationships with their peers. Inclusion is given good attention. All children and their families are welcomed and respected equally.

The childminder makes sure that she is aware of children's individual care needs during her discussions with parents before children start. She communicates thoughtfully with parents each day, sharing information about their child's day and achievements. The childminder is well established in the area and has developed positive relationships with other providers delivering the Early Years Foundation Stage. This means that children's continuity of care and learning is promoted effectively. These links also assist smooth transitions and help children move onto their next phase in learning with ease. The childminder recognises the importance of working with parents and liaising with other agencies to support children who have special educational needs and/or disabilities.

Children's welfare is supported effectively and children benefit from good levels of care. The childminder helps children to understand about keeping themselves safe through their play and interactions with others. Children are involved in regular emergency evacuation drills, and understand the safety rules while on outings. The childminder makes sure children's daily routines are followed with regard to meal times and quiet times for rest and sleep. All the necessary documents are in place to protect children's well-being, such

as medication and accident records. The childminder has an up-to-date paediatric first aid certificate to ensure children receive appropriate treatment if they have an accident. Parents are kept fully informed about the procedures for dealing with illness and infections. The childminder takes positive steps to minimise the risk of cross-infection with good hand washing procedures and by keeping the premises clean.

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

The childminder has completed safeguarding training and is confident in her ability to identify record and report any child protection concerns. She has a comprehensive range of written policies and procedures which are regularly updated and shared with parents; for example, with regard to the use of mobile phones and cameras. This ensures parents are knowledgeable about how the provision operates and who to contact if they have any concerns. The childminder successfully identifies and minimises risks in her home and garden and on outings. Her home is secure and a safety gate is in place to prevent children's unsupervised access to the kitchen. Children are supervised at all times. The childminder is clear about vetting procedures for all adults living on the premises to ensure their suitability.

The childminder demonstrates a good commitment to improving her service through training. This is reflected in her self-evaluation of the provision and the progress made since the last inspection. The childminder has embraced the recent changes in the revised Early Years Foundation Stage. For example, she has completed training to develop her knowledge of the assessment check now required for two-year-old children. She works closely with other childminders and has links with the local children's centre. This provides opportunities to discuss practice issues and share ideas.

Positive partnerships are in place with parents and a good level of information is shared on a regular basis. The childminder is committed to monitoring her provision, planning and assessment. She making makes sure children enjoy their time with her, are kept safe and make good progress in their learning and development. She places a good focus on the prime areas of learning to ensure children have a firm knowledge base for developing their skills for the future. The childminder works closely with the local authority to evaluate and improve her setting and keep up to date with changes. The childminder is effective in delivering provision that meets the needs of all children. This ensures children are ready for the next stage of their 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
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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	405590
Local authority	Birmingham
Inspection number	819287

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	07/05/2009
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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