

Inspection date

Previous inspection date

11/03/2013

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 provides a wide range of interesting activities that promote children's learning effectively. She makes accurate assessments of their development and plans competently for the next step in their learning. Consequently, children make good progress from their starting points.
- Children are happy and play well with peers. Consistent praise, for example, for sharing resources, promotes their good behaviour as they learn to have regard for the needs of others.
- The childminder has a well-developed understanding of the safeguarding and welfare requirements. Therefore, children are kept safe. The childminder maintains her professional development to enhance her knowledge and understanding to deliver a high quality experience for children at all times.

It is not yet outstanding because

- The childminder has not shared information sufficiently clearly with parents regarding an aspect of learning, specifically phonics, in order to maximise children's very good language skills.
- The childminder has not included children in the comprehensive self-evaluation of her provision to identify where further improvements can be made for their benefit.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in two rooms.
- The inspector conducted a tour of the premises during the inspection.
- The inspector looked at children's records and other documentation, including questionnaires completed by parents.
- The inspector spoke with the childminder and children throughout the inspection.

Inspector

Adelaide Griffith

Full Report

Information about the setting

The childminder was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged four years and 17 months in the Northfield area of Birmingham. The whole of the ground floor, two bedrooms on the first floor and the rear garden are used for childminding. The family has a cockatiel as a pet.

The childminder attends playgroups and activities at the local children's centre. She visits the shops and a nearby playground. She collects children from the local schools and pre-schools.

There are currently two children on roll, both of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for one week at Christmas and family holidays. The childminder supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further the communication with parents to ensure they have a clear understanding of a range of activities to support children's learning
- build on self-evaluation by including the views of children to further assist in identifying areas for further improvements.

Inspection judgements

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

The childminder has a good understanding of activities that maintain children's involvement and this supports their learning effectively. She frequently reads with children and makes the activity a stimulating experience that promotes their language skills well. For example, the childminder brings the story to life by reading with expression and this holds children's attention, resulting in good promotion of listening and understanding. The childminder asks a series of open-ended questions as the story moves on, for instance, 'why do you think he cannot sleep?' As a result, children's critical thinking is well promoted. The childminder consistently asks children to predict what might happen and they respond correctly by saying that the boy in the story will be cold if he does not wear appropriate clothes for outside play. This means that children are developing a good

understanding of the effects of different types of weather. The childminder plans a daily adult-led activity and also ensures that children have sufficient time for child-led play. Children have opportunities to explore their environment and they make use of the wide range of stimulating resources that support their play. For instance, children in the pre-school age group initiate play by pretending to prepare breakfast, and toddlers select musical instruments, press buttons while listening to the music.

When children start in the provision the childminder carries out an initial assessment of their development with parents. She obtains detailed information about what children can do and what they know. The childminder agrees with parents how to promote children's language skills and she speaks to them in English to ensure they make progress in speaking, listening and understanding. She plans effectively for children's individual learning. For example, the childminder plans activities to promote the speech skills of toddlers whose level of development is not at the expected stage for their age. Daily activities, such as reading and singing nursery rhymes, are included to develop children's listening skills, and they demonstrate good understanding when the childminder talks to them. Throughout all activities the childminder talks to children and consistently promotes their language skills. For example, when providing a drink she names the bottle and this helps them to learn the words for everyday items that they use.

The childminder carries out frequent observations and makes accurate assessments of children's development. She consistently uses the 'Development Matters in the Early Years Foundation Stage' guidance to note if children are at the level expected for their age, and plans accordingly for the next steps in learning. The childminder shares the learning journal with parents, who have opportunities to look at the assessment records as they are completed. The childminder shares information about promoting the learning for children in the pre-school age group and talks about what parents can do at home. For instance, these children know all the letters of the alphabet and she supports their learning of phonics to ensure they are effectively prepared for school. The childminder has discussed the learning of phonics with parents and has explained the importance of developing this further by focusing on sounds of letters, but this is loosely supported at this stage. Consequently, this slows down the rate of children's learning. The childminder also discusses where children need additional support and uses similar methods to those used by parents to encourage children's language skills. For example, she has suggested that they focus on words linked to routines as she does the same in her provision. Consequently, this consistent approach supports children well and they benefit from the continuity to make progress.

The childminder promotes children's learning well by providing suitable challenges. For example, pre-school children have well-developed skills in making marks and are encouraged to write their names. Toddlers are encouraged to identify pictures of fruit and to repeat the correct names, such as banana, as the childminder pronounces these. Planning covers all areas of learning and includes experiences, such as drawing, that express children's creativity. The childminder uses routine activities to provide challenge for children. For instance, toddlers are encouraged to climb stairs with minimal assistance and they hold the childminder's hand when walking down, one step at a time. Children are keen learners who actively join in play experiences, and they enjoy the activities provided by the childminder. She delivers a wide variety of interesting and challenging activities to

promote children's learning and development, and, as a result, they make consistent progress towards the early learning goals.

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

The childminder is sensitive to children's needs and allows time for them to settle when they start in her provision. This results in a smooth transition from home to the setting. Consequently, children form strong relationships and feel secure in the childminder's care. She consistently talks to children and this gives them a sense of belonging. For example, she discusses the types of vegetables used for preparing a meal and, as a result, children learn about the benefits of healthy eating. Children are gaining a good understanding of healthy lifestyles as balanced meals, fresh fruits and frequent drinks are provided daily. Access to the nearby playground and physical play activities at playgroups help children to learn about the effects of exercise on their bodies. The childminder consistently encourages toddlers to feed themselves and they develop self-help skills by eating meals independently.

The childminder talks gently to children at all times and this contributes to their sense of well-being. She consistently encourages all children to share and to take turns at using resources. Children respond appropriately to requests as they learn to share, and this helps them to have regard for the needs of others. Children effectively learn to take risks and to keep themselves safe as they follow instructions to cross roads. The childminder frequently tells children that they are doing well and rewards them for playing with others. Consequently, their self-esteem is raised positively and they are encouraged to maintain their good behaviour. Children are developing self-care skills relative to their age as they respond to reminders to wash hands after using the bathroom. Weekly attendances at playgroups provide opportunities for children to interact with peers in large groups. Therefore, children are well prepared for transitions to other settings.

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

The childminder has a well-developed understanding of the requirements of the Early Years Foundation Stage. She monitors the activities delivered to promote children's learning and ensure their individual needs are met effectively. She checks that the planning covers all areas of learning over a period of time and ensures that assessments are consistently accurate. Consequently, children make good progress from their starting points. The childminder is aware of the progress check at age two years and has informed parents about the requirement to complete this. She intends to do so at an early stage to identify where additional support may be required to promote children's progress further. The childminder implements the safeguarding and welfare requirements competently. She has clear knowledge and understanding of child protection procedures and shares these with parents. Consequently, children are kept safe in her care.

The childminder maintains her professional development by undertaking courses, such as health and safety. This enhances her knowledge to maintain a safe environment in her provision and when she takes children on outings; for example, she carries out risk

assessments for all venues she accesses with the children. Self-evaluation of the provision is completed with the contribution of parents, who complete questionnaires to express their views. This helps the childminder to identify strengths of her provision, such as the wealth of resources and her good relationship with the children and parents. The childminder has a clear plan for improvement, for example, to develop the outside play area to provide a more interesting space for children's play and learning. However, she has not included children in the self-evaluation to identify where further changes can be made to support their care and learning. The childminder does not currently care for any children who attend other early years settings. She is fully aware of the importance of liaising with other professionals if necessary to ensure children's continuity of care if they attend more than one setting.

The Childcare Register

The requirements for the compulsory 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 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 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	EY448967
Local authority	Birmingham
Inspection number	884512
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	2
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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