

Inspection date	10/05/2013
Previous inspection date	20/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The childminder provides an excellent broad range of challenging learning opportunities, is extremely well organised and undertakes thorough observations, which are reflected in her planning. She is very skilled at extending or adjusting activities to meet children's individual learning needs, to ensure that children make excellent progress.
- Children play in a very safe and secure environment because the childminder gives the utmost priority to ensuring potential hazards to children are assessed and minimised.
- The childminder offers children a warm and welcoming home. She provides flexible settling-in arrangements for new children and these help them to adjust and become familiar with her home and routines.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are recognised and given the utmost priority.
- The childminder is highly motivated. She acts on advice and attends regular training, which she uses exceptionally well to enhance her knowledge and practice. Her plans for improvement are well targeted to strengthen her practice.

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 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 with the children.
- The inspector conducted a tour of the childminder's home during the inspection and held conversations with the childminder and children.
- The inspector looked at children's assessment records, planning information and children's development folders.
- The inspector checked evidence of suitability and qualifications of the childminder, and discussed her detailed self-evaluation and improvement plan.

Inspector

Patricia Dawes

Full Report

Information about the setting

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, two adult children and one child aged eight years in Kingstanding, Birmingham. The whole ground floor of the house, the first floor bathroom and toilet and the rear garden are used for childminding. The family has a dog and hamsters as pets.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools.

There are currently six children on roll, two 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 Bank Holidays and family holidays. She holds an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance further the range of resources which represent children's diverse backgrounds within the role play area to better support their understanding of diversity and differences.

Inspection judgements

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

The childminder has an excellent knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and how children learn. Assessment is rigorous as she uses first-class detailed observations to plan for children's individual next steps in their learning. She makes excellent use of suitable guidance documents, such as 'Development Matters in the Early Years Foundation Stage', to further support her in monitoring children's progress across all areas of learning. Through initial in-depth discussions with parents, the childminder finds out about individual children's experiences, what they know, like and can do. She also encourages parents to be involved in their child's ongoing learning, both in the setting and at home. Children are actively encouraged to share toys and play together to promote their social skills in preparation for later transition to nursery and school. As a result, children make outstanding progress in their learning and development.

Children learn to think and understand for themselves, inspired by the childminder's use of open questions. The childminder explains the meanings of words, helping to promote their communication and language skills. She places great importance on fostering children's speaking and listening skills from birth onwards, tuning into babies as they babble. As their vocabulary develops, she encourages children to talk a lot and uses every opportunity to increase their range of words, such as pointing out and repeating words in books or singing nursery rhymes with the babies. This helps children in improving their vocabulary and helps them to become competent, confident communicators.

Children are given very good opportunities and encouraged to learn about numbers, shapes and colour as they paint colourful pictures, experimenting by mixing the paint, or using chunky chinks to make marks on the floor outdoors. These are displayed in the childminder's home or examples are sent home to parents. This actively contributes to children's self-esteem. The childminder has an exceptional knowledge of promoting equality of opportunity and ensures all children and their families are valued and respected. She goes the extra mile to promote the children's understanding of children with special needs, ensuring that all children are fully included in the setting. She has purchased resources which explain very clearly to children what it is like to have a disability. Children also discuss and observe people's differences when out and about. Some multicultural resources are available, however, these are fewer compared to other resources and do not fully promote children's understanding of diversity as well as possible.

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

Pre-arranged settling-in sessions help children to make the transition from home to the childminder's care. The childminder provides a very warm, welcoming and exceptionally motivating environment where children make excellent progress in their learning and development. Constructive engagement with parents ensures that all issues regarding their child's routines, likes and preferences are discussed. The childminder has a very calm and patient manner and gives children her individual attention, which helps to ensure that each child feels valued and special. Children move freely around the childminder's home and enjoy choosing resources to play with, which promotes their confidence and independence. Artwork is displayed in the setting, which helps to raise children's self-esteem, as well as enabling parents to see their child's own work. As a result, children are developing very close and caring relationships with the childminder, who is very knowledgeable about their individual needs and unique characteristics.

Children behave exceedingly well because the childminder leads by example and is a very good role model who treats them with kindness and respect. Children enjoy each other's company, seeking out friendships and forming relationships. Gentle reminders during play help children understand about being kind to each other and taking turns. Children behave well with the childminder, who encourages them to complete a daily chart, drawing on their own version of a 'smiley face' to gain a small reward of their choice at the end of the week. This system has also helped parents to manage their children's behaviour consistently.

Children are independent in their self-care skills. For example, they have a very good awareness of their own toileting needs, supported by the childminder if needed. She gently reminds them to wash their hands at appropriate times during the day. The childminder has attended a recent course on oral hygiene and is sourcing props to use with the children to promote this as part of their daily routine. Children are encouraged to develop healthy lifestyles. They have freshly prepared home-cooked food which takes into account their individual dietary needs. Children talk about why fruit and vegetables help them to grow strong and healthy. Children have opportunities to spend time outdoors in the fresh air to promote their physical skills. They go into the garden and hunt for worms, play in the sand pit or chase bubbles around the garden. They also have opportunities to play on the larger equipment at stay and play groups and other play venues. All required documentation is in place and the childminder has an excellent understanding of ensuring this is completed meticulously to promote children's safety and well-being.

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

The childminder has an excellent knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, and has effective systems in place to monitor the educational programme. She also demonstrates a robust knowledge and understanding of the safeguarding and welfare requirements and, as a result, children are thoroughly protected from harm. The childminder has a clear understanding of her role and responsibility to report any concerns. Risk assessments are rigorous, so that hazards to children are kept to a minimum and they can explore their environment safely. For example, appropriate steps are taken to restrict younger children's access to the lounge unless they are supervised. All children benefit from high levels of care because the childminder ensures they feel safe, achieve well and are fully included in activities. She is proactive to ensure her policies and procedures are implemented effectively and she continually revises them to reflect current legislation. This means that children's safety and well-being is given the utmost priority.

The childminder has highly successful partnerships with parents and other professionals which support children's individual needs extremely well. Parents are kept well informed at all times about children's routines and development. The childminder actively encourages parents to be involved in their children's learning. She provides a very detailed learning journey that gives excellent examples of children's experiences and challenges they have overcome. There are also wonderful examples of how children's achievements and successes are celebrated. The childminder has developed extremely effective relationships with other settings that the children also attend. She meets with teachers regularly in order to share information, which helps to significantly enhance children's learning and development.

The childminder takes extraordinary pride in all areas of her work and constantly strives to improve through a rigorous self-evaluation process. She recognises that ongoing evaluation, reflection and training are key to maintaining a high standard, quality provision and keeping abreast of current changes. She has recently completed an appropriate early

years qualification at level 3 and uses this knowledge well to enhance all aspects of the provision. She prioritises areas for development through a detailed action plan and is able to make carefully chosen and considered changes to her practice. For example, a policy about children's transitions from home to nursery and into school has meant that she has spent time preparing children for change, so that they are well equipped to move on to this new phase in their lives. The childminder has high aspirations and is keen to continue providing excellent standards across all aspects of her work. She establishes excellent relationships with the local authority and other early years professionals. Her commitment, dedication and hard work are recognised as they have assessed her practice, and she is becoming an approved childminder within the local authority childminding network.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY369027
Local authority	Birmingham
Inspection number	905492
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	20/01/2009
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, 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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