

Inspection date

02/08/2013

Previous inspection date

29/01/2009

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 encouraged to make independent choices about their play from a varied range of age-appropriate toys and resources. This means that they are supported in becoming active learners who freely play and explore, and so make good progress.
- Children are provided with clear guidance about what is acceptable behaviour and have clear boundaries that they understand. As a result, they respond well to the childminder and her family, and are secure and very happy in her care.
- Children benefit from the close partnerships the childminder has established with parents. They have access to clear information about the setting and their child's progress through daily discussions, policies and procedures and children's learning records.
- The childminder demonstrates a strong drive to improve the service she provides. She has clear plans for the future development of her service that are well targeted to support children's achievements over time.

It is not yet outstanding because

- Opportunities for fully supporting children who are left handed are not fully embraced through the use of a range of appropriate left-handed tools.
- There is scope to further improve parental involvement in children's development by obtaining more information about children's likes, dislikes and abilities before they start at the setting, to further enhance children's 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
- 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 spent the majority of inspection time with the childminder observing her and the children she was caring for.
The inspector spoke with the childminder at appropriate times throughout the inspection regarding the care provided and activities on offer, and chatted with the children during their play.
- The inspector conducted a tour of the premises during the inspection and viewed the equipment and resources available for the children.
- The inspector looked at children's learning journey records, planning documentation, a sample of policies and procedures and the childminder's self-evaluation.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder was registered in 2001 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three adult children in Great Barr, Birmingham. The ground floor of the property and first floor bathroom are used for childminding. There is an enclosed garden available for outside play. The family's pets include a dog, three cats, a bearded dragon and two turtles.

The childminder attends the park and a childminding group on a regular basis. She is able to take and collect children from the local schools. There are currently seven children on roll, of whom four are in the early years age group. Three of the children attend on full-time basis. The childminder operates all year round from 7am to 6.30pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- enhance the range of resources available to include left-handed tools to allow all children opportunities to express themselves
- enable parents to become even more involved in their children's learning by requesting more information from them about their children's activities, interests and capabilities, to further enhance children's development.

Inspection judgements

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

Children show a great interest in the activities available and relate well to their peers and the childminder, who supports and encourages them to develop in confidence. They receive positive interaction from the childminder and other family members, who spend time talking to and playing with them. This helps to develop children's personal, social and emotional development. Children are provided with good play opportunities that reflect their interests, capabilities and interests, and help them make good progress across all areas of learning and development. The childminder understands how young children learn and plans a variety of interesting and stimulating indoor and outdoor activities to ensure they remain interested. She observes each child's development and assesses their progress so that she can identify what children need to learn next and note any gaps in

learning at an early stage. This information is then discussed with parents. She regularly evaluates the planning of activities and children's progress, and acts on the findings in order to maximise learning opportunities. As a result, children are acquiring the skills for their next steps and make good progress in their learning.

The childminder gives high priority to supporting children's communication and language skills. The use of flash cards encourages children to repeat words and see words in print. The childminder also uses this opportunity to help further extend children's learning of colours, numbers and shape and, as a result, most children can recognise the prime colours and basic shapes. This supports their mathematical development. Children have good opportunities to develop their mark-making skills and are beginning to recognise some letters of the alphabet. They have great fun joining in action songs relating to the alphabet and enjoy looking at books and listening to familiar stories. This supports their literacy skills.

The childminder is aware of children's preference to participate in craft activities, and plans a range of experiences, such as painting, play dough and sticking and gluing. These opportunities enable children to express their creativity while learning to use a variety of different tools. However, some children who prefer to use their left hand have limited access to left-handed tools, such as scissors, and this prevents them from fully benefiting from expressing themselves using tools which help them to more effectively practise and successfully master skills.

Children's have access to a range of resources and activities which portray positive images of diversity and acknowledge cultural differences. They learn to say 'hello' in various languages and have access to dressing-up clothes, dolls and puzzles that reflect diversity and acknowledge cultural differences. Children spend time outdoors in the fresh air and use a range of larger equipment to develop their physical skills, such as wheeled and push-along toys and slides. They learn to care for the childminder's pets, and engage in activities to enable them to explore and investigate the natural world, such as insects and the seeds that they have planted. These opportunities support children's learning about the world they live in.

The childminder exchanges verbal and written information with parents about children's daily activities. She encourages parents to view the learning journal records and consider ways in which they can continue to support their child's learning at home. However, there is scope to further improve parental involvement in children's development by obtaining more information about children's likes, dislikes and abilities before they start at the setting, so that the childminder and parents can use this shared knowledge to plan together to further enhance children's learning. Children's learning journey records are well presented and contain photographs, written observations, the progress check at age two and samples of the children's work.

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

The childminder offers a warm, welcoming environment where children are happy and settled. She encourages parents to send comforters for children and allows as much time

as needed to settle a child into her setting. As a result, children respond well to the childminder and have established good relationships with her and her family. The childminder regularly offers praise and guidance to help children learn about good behaviour. She works in conjunction with parents on agreed strategies to offer consistent guidelines. Children's social development is progressing effectively as they learn to tidy up after activities, use good manners, take turns and share. As a result, children play well together and are developing skills for the future. The childminder provides a homely environment where children can relax, sleep, eat and play in safety and comfort. They have access to a good range of age-appropriate toys and activities which are effectively organised and appeal to them.

The childminder teaches children to learn simple safety rules, such as how to cross the road safely when on outings. She encourages children to learn about fire safety and regularly practises the procedure for evacuation to ensure they can act swiftly in the event of an emergency. Through effective daily routines, such as hand washing, children learn about good hygiene practices. Food arrangements are discussed in detail with parents from the onset to ensure children's individual dietary requirements are met. Food provided by parents is stored appropriately to ensure children's well-being is protected.

Children get plenty of robust physical exercise and benefit from a range of activities outside the setting. They go for walks to the park and attend soft play centres and the local childminding group, all of which help support their overall physical well-being and develop their social skills in preparation for later transitions to nursery and school.

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

The childminder displays a good understanding of her role and responsibility in relation to safeguarding children. She is aware of the signs and symptoms of abuse and knows the appropriate procedure to follow should she have a concern about a child in her care. There is a written safeguarding policy in place, which is shared with parents, and thorough procedures ensure children are collected only by authorised people. The childminder conducts visual and written safety checks of her home to ensure children's safety is protected. As a result, she provides a welcoming environment where children feel secure.

The childminder has an organised and professional approach to her business. She displays a good understanding of both the welfare and learning requirements and is clear about her role in the delivery of the Early Years Foundation Stage framework. She holds a level 3 early years qualification and a current first aid certificate. She demonstrates a strong commitment to improving her service through regular monitoring and evaluation of her practice. She is an experienced childminder and has a positive attitude towards continuous improvements. As a result, recommendations raised at the last inspection have been fully addressed. For example, she has extended the range of resources to reflect diversity, and planning observations and medical procedures are improved to meet children's individual needs. The childminder uses questionnaires to obtain parents' views to help her fully develop her provision and further support long-term achievements and good outcomes for children.

The childminder has a positive relationship with parents, and an effective two-way flow of information keeps them informed of their child's progress and development. This ensures a strong link between home and the childminder is maintained. Parents are provided with a range of clearly written policies and procedures which the childminder ensures are regularly reviewed and updated. The childminder recognises the importance of working in partnership with other early years providers. She has established good links with other childminders, local pre-schools and schools to ensure continuity in care and learning for each child.

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	403743
Local authority	Birmingham
Inspection number	877144
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	29/01/2009
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
Manchester
M1 2WD

T: 0300 123 4234
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