

Inspection date

Previous inspection date

13/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The childminder has a caring and friendly nature; as a result, children settle easily into her care and are happy and content.
- Children are encouraged to make choices about their play; they use a range of age appropriate toys and resources, which help them to make steady progress in their learning and development.
- The childminder provides parents with relevant information about their children's welfare and learning.

It is not yet good because

- Information gathered about children's learning and development is not consistently used to plan what they need to learn next to ensure they make good progress towards the early learning goals.
- There are limited teaching, resources and activities to support children in understanding other children's diverse backgrounds and abilities.
- Self-evaluation is not always used effectively to help identify all strengths and weaknesses or set challenging targets for improvement to the setting.

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 spoke with the childminder throughout the inspection regarding the care provided and activities on offer.
- The inspector observed children during their play.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector looked at children's learning records and a sample of the childminder's policies and procedures and comments written by parents.

Inspector

Karen Cooper

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and two children aged three and six years in the Four Oaks area of Sutton Coldfield. The whole of the ground floor, the first floor bathroom and master bedroom are used for childminding. There is an enclosed garden available for play. The family has a pet dog. The childminder attends the park and childminding group on a regular basis. She is able to take and collect children from the local schools.

There are currently four children on roll, of whom two are in the early years age group. All of the children attend on a part-time basis. The childminder operates all year round from 7am to 6pm Monday to Friday, except for family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- achievement and learning styles to shape challenging learning experiences for each child so that they make the best possible progress in their learning and development.

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

- improve the extent to which children are supported to develop an awareness of people with disabilities and other cultures
- improve the use of self-evaluation to identify priorities and plans for future improvement in order to better support children's achievements over time.

Inspection judgements

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

The childminder provides a welcoming environment, where children feel at home. Children are happy and settled; they make choices about their play from age-appropriate toys and resources. As a result, they make steady progress in their learning and development. The childminder has an appropriate knowledge of the areas of learning. She obtains information from parent during settling-in time to ensure that she is aware of children's

interests and abilities. She plans a variety of indoor and outdoor activities and observes children during their play. However, the information gathered from observations is not used to effectively to plan for the next steps in children's learning, which means children can lack challenge in some planned activities and make too little progress towards the early learning goals.

The childminder encourages younger children's babbling by copying them during turn-taking conversations and encouraging them to repeat sounds and words. Children particularly enjoy copying animal sounds and pointing out the various animals in favourite books. This helps to develop their communication and language skills. Children develop their early writing as they use crayons to make marks and have fun using aqua pens to draw. This supports their literacy skills. Children learn to solve problems, count and recognise colour and shape using programmable toys, and know how to use a shape sorter. This supports their mathematical development. As a result, overall, children are satisfactorily gaining the key skills they need in their learning to be ready for school.

Children participate in some craft activities to enable them to express themselves, such as hand and foot printing and painting. They enjoy joining in role play, where they use their imagination both inside and outdoors. They particularly like playing with the playhouse. They have access to a variety of outdoor large play equipment such as swings, slide and rockers, which help to develop their physical skills. The childminder teaches children how to care for the pet dog and they have attempted to grow potatoes. This helps promote children's understanding of the natural world. However, there are few opportunities for children to develop their understanding of the world they live in, for example by using a range of toys and resources that reflect diversity in order to raise their awareness of people with disabilities or from other cultures.

The childminder talks daily with parents and shares photographs, samples of children's work and their learning records to keep them informed of their child's activities and progress. The childminder is not currently caring for any two-year-olds, although she is aware of the requirements for completing the progress check at age two and the need to share this with parents. This means the childminder and parents can consistently support children's learning in the setting and at home.

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

Children benefit from the childminder's caring nature; she is attentive towards their needs. As a result, they have formed secure relationships. The childminder obtains relevant information from parents from the onset to enable her to meet children's individual needs, such as sleep, eating and care routines. She encourages children to bring comforters from home. This ensures that they settle quickly and the transition from home to her setting is as smooth as possible for each child. The childminder reminds children from a young age about the house rules. They learn to share, take turns and to respect the furniture. This ensures children develop an understanding of acceptable behaviour. The childminder frequently praises and reassures the children. This helps to develop children's confidence and self-esteem. However, as the childminder does not provide opportunities for children to develop their awareness of people with disabilities and people from other cultures,

children do not gain sufficient understanding of diversity.

The childminder regularly rotates the toys and resources to ensure children remain interested. Space within the home is suitably organised to enable children to make independent choices about their play. Children learn to use a variety of outdoor toys and equipment safely both within the childminders home and at the local park, childminding group and soft play centre. These opportunities help support children's overall physical well-being and develop their social skills in preparation for later transitions to nursery and school.

Children learn about fire safety and know the procedure for evacuation in an emergency because the childminder regularly practises this with them. They learn about road safety and the childminder talks to them about the dangers of talking to strangers to ensure they stay safe. Children are encouraged to follow appropriate hygiene routines, such as hand-washing prior to eating. They benefit from eating a range of nutritious snacks and meals. For example, they enjoy a selection of fresh fruit for snack and freshly prepared sandwiches for lunch. Fresh drinks are available at all times for children to access when thirsty. The childminder is aware of children's individual dietary needs and ensures these are met.

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

The childminder has an appropriate knowledge of child protection procedures and is aware of her responsibilities to protect the children in her care. She has attended safeguarding training and keeps a list of appropriate contact numbers to use should she need to refer any concerns. The childminder completes risk assessments for both her home and any outings undertaken with the children and makes sure hazards are minimised. Toys and equipment are kept clean and in a good state of repair. This means children's safety is protected.

The childminder holds a level 3 early years qualification and a current first aid certificate. She has an appropriate understanding of the welfare, learning and development requirements and has started to monitor children's progress. However, the childminder does not effectively use observations to plan for children's next steps. This means children are not always challenged and supported to make the best of learning experiences and do not make the best possible progress in their learning and development. The childminder has begun to evaluate her practice. However, self-evaluation is not entirely effective in identifying all strengths and areas for improvement to ensure continued and systematic progress.

The childminder works in partnership with parents and provides a flexible service to support parents who have varying work patterns. This ensures that children are safe and secure. She shares a number of clearly written policies and procedures with parents and requests that they sign to state that they have read and understood them. The childminder encourages a two-way flow of information and shares a daily diary. This

ensures that parents are informed of their child's activities and care routines. The childminder has established links with the local nursery, school and other childminders in order to ensure continuity in children's care and learning.

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	EY458317
Local authority	Birmingham
Inspection number	906418
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

