

Inspection date

12/09/2013

Previous inspection date

18/09/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 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.
- Children develop a strong sense of belonging with the childminder through her sensitive interaction with them. They form trusting bonds and attachments with her and are happy in her company.
- The childminder's sound knowledge of child protection and how to deal with any concerns means that children are suitably safeguarded.

It is not yet good because

- Ongoing assessment and planning for children's future learning is not fully effective because information about children's learning and development is not consistently reviewed to identify children's next steps in learning and demonstrate how these are incorporated into planning.
- Some aspects of partnerships with parents are not as established as others. This is with regard to sharing information about their children's learning and development at home.
- Self-evaluation lacks rigour, which means that priorities for development have yet to be fully identified to support long-term improvement.

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 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 records, development folders and policies and training information.
- The inspector checked evidence of suitability and qualifications of the childminder and discussed the provider's self-evaluation and improvement plan.

Inspector

Patricia Dawes

Full Report

Information about the setting

The childminder was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and three children aged 14, 11 and nine years in the Great Barr area of Birmingham. The whole of the ground floor and first floor bathroom are the areas used for childminding. There is an enclosed garden available for outdoor play. Access to the front entrance of the childminder's home is via a low step. The childminder has two cats as pets.

The childminder attends several toddler groups. She visits the shops and park on a regular basis. The childminder takes and collects children from the local schools.

There are currently nine children on roll, three of whom are in the early years age group, who attend on a part-time basis. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds a National Vocational Qualification at Level 3 in Childcare and also receives support from the local authority.

What the setting needs to do to improve further

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

- analyse the information gained through observation and assessment to identify children's next steps in learning and demonstrate how these are incorporated into planning.

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

- involve parents in their children's learning by improving the exchange of information and encouraging them to share their views and enhance children's learning and development at home
- develop the evaluation systems to clearly show improvements for the future, to support long-term achievements and outcomes for children.

Inspection judgements

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

The childminder has a suitable knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. As a result, children make steady progress in their learning and development towards the early learning goals. However, she does not always take into account children's starting points and is unaware of how to accurately complete new paperwork on tracking children's progress. Consequently, the childminder does not always effectively plan specific activities to meet individual children's learning needs. This means that activities do not always provide sufficient challenge to enable all children to make best progress. Through initial discussions with parents, the childminder finds out about children's experiences, what individual children know, like and can do. Children share toys and play together to promote their social skills in preparation for later transition to nursery and school. As a result, children make appropriate progress in their personal, social and development skills.

The environment is well organised to ensure children are able to initiate their own play using a variety of developmentally appropriate equipment. Children's confidence and communication skills are promoted as they enjoy listening to the childminder read stories and are eager to turn pages and predict what will happen next. The childminder fosters children's communication and language skills further as they all take an active part in singing action and number rhymes. Children are encouraged to learn about numbers, shapes and colour as they make colourful drawings using different shaped crayons, or use shape sorters and play matching games. Children have good opportunities to promote their physical skills. For example, younger children who have learnt to crawl are then encouraged to stand, balance and take tentative steps to walk. All children have opportunities to play on the larger equipment at 'stay and play' groups and other play venues.

The childminder has a sound knowledge of promoting equality of opportunity and ensures all children and their families are valued and respected. Children celebrate festivals, talk about differences in skin colour and languages and go out on walks in the community. All of this helps to ensure children's appreciation of a diverse society is fostered. Parents receive regular daily updates verbally. However, communication mainly focuses on children's welfare and less is shared about their progress and achievements either at the setting or at home. This does not support the childminder in gaining an all-round picture of children's progress, so that future planning can be sharply focussed in meeting children's needs.

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

Pre-arranged settling-in sessions help children to make the smooth transition from home to the childminder's care. This helps children to settle quickly and parents feel comfortable leaving their children. The childminder has a calm and patient manner and she gives

children her individual attention. This helps to ensure that each child feels valued and special and builds trusting bonds and attachments with her. Children move freely around the childminder's home and enjoy choosing resources to play with, which promotes their confidence and independence. Children's art work is displayed in their learning journals. This helps to raise their self-esteem, as well as enabling parents to see their child's own work.

Healthy lifestyles are promoted as the childminder has given good consideration to providing children with healthy meals and snacks. This includes regular opportunities for physical play either in the garden or at children's play venues. Children are encouraged to eat a healthy diet. She ensures children's dietary needs are met following discussions with parents. Some parents provide packed lunches for their children, which the childminder ensures are stored appropriately. Children are developing independent self-care skills. For example, they are able to use the toilet independently and wash and dry their hands effectively. The childminder is vigilant about children's safety and she supervises them well at all times. Children gain a good understanding of how to keep themselves safe as they follow sensible rules for playing safely outdoors, such as negotiating the step out into the garden or practicing regular fire drill to ensure they know what to do in an emergency. All required documentation is in place and the childminder understands the need to complete this correctly to promote children's safety and well-being.

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

The childminder has a suitable understanding of the requirements of the Statutory Framework for the Early years Foundation Stage. The childminder has written risk assessments in place and she is able to discuss how she has identified and minimised potential hazards to ensure children's safety. The childminder has a sound understanding of the procedures to follow should she have any concerns regarding a child in her care. A safeguarding policy, which is shared with parents, includes the action to be taken and telephone numbers of who to contact to seek advice and support. The childminder's procedure includes the appropriate use of mobile telephones and cameras in the setting to ensure the protection of children and also keep parents informed. The premises are secure, which ensures children are kept safe.

The childminder has a clear commitment to improving the service she provides. She can identify her strengths and areas for development. The childminder regularly accesses training and receives support from the local authority, in order to update her knowledge and understanding. She has identified a number of training courses and workshops she would like to attend to secure her skills and knowledge. However, self-evaluation does not currently reflect or show how the childminder is monitoring the effectiveness of the provision to support long-term improvement.

Partnerships with parents are generally good as the childminder is suitably aware of the importance of liaising with parents. She is making steady progress in building relationships with parents and carers to obtain useful information about children. For example, initial

details about care routines and likes and dislikes are shared through completion of child information records. The childminder demonstrates through discussion a clear understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions for children, who may need additional support. The childminder cares for children who attend other early years settings. She is aware of the importance of engaging in professional working relationships with other providers, such as liaising daily with teachers to ensure transitions are smooth and children are fully supported.

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	EY311598
Local authority	Birmingham
Inspection number	901596
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/09/2012
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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