

Inspection date	02/09/2013
Previous inspection date	26/04/2010

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 feel safe and secure with the childminder, who provides a caring and nurturing environment, where they are happy and comfortable. Children are building strong attachments and bonds, which promotes their well-being and confidence.
- Children make good progress in the learning and development because the childminder places a strong focus on their individual learning needs and interests.
- The home and space children use is well-organised and child friendly. Resources are easily accessible and this enables children to become actively engaged, develop their curiosity, imagination and exploration skills.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She has a clear understanding of the safeguarding procedures and effective risk assessments and good supervision ensure children are protected from harm.

It is not yet outstanding because

- Opportunities for parents to share their observations from home have yet to be fully embraced to ensure they can be more actively involved in their children's learning and development.
- The opportunities for children to learn about the natural world, such as planting and growing, are not fully embraced in the outdoor area.

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 conducted a tour of the premises during the inspection.
- The inspector held discussions with the childminder and children.
- The inspector looked at and discussed the childminder's self-evaluation form and improvement plans.
- The inspector observed the childminder and children engage in a range of indoor learning activities and snack time.
- The inspector looked at selection of policies, children's assessment records and risk assessments.

Inspector

Jacqueline Nation

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her son aged four years in the Northfield area of Birmingham. The whole ground floor of the house is used for childminding purposes. This includes access to a dedicated playroom. First floor rooms are not used except to gain access to the bathroom. There is an enclosed garden available for outdoor play.

The childminder visits local parks and the library on a regular basis. She collects children from local schools and nurseries. There are currently seven children on roll, three of whom are in the early years age group. Children attend on various days. The childminder operates all year round, from 8am until 4pm, Monday to Friday. She holds a recognised early years qualification at level 3. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

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

- build on the opportunities for parents to share information about their children's achievements at home to further involve them in their children's learning and development
- enhance the outdoor area to enrich children's opportunities for investigating the natural world, for example, by being involved in planting and growing activities.

Inspection judgements

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

Children are comfortable in this caring and nurturing environment where they make good progress in their learning and development. The childminder has a secure knowledge of how children learn and recognises that they develop at different stages and in various ways. Children make good progress because the childminder provides them with a wide range of resources and experiences based on their individual interests and learning needs. Learning takes place in the indoor and outdoor environment, with a good balance of child-initiated and structure activities. Children are motivated in their play and talk with excitement about a trip to the park later in the day. Planning, observation and assessment

works well to meet children's individual learning needs. The childminder has a good understanding of how children learn and how to engage children in their learning by capturing their interests. She uses the information gained from her observations well to inform weekly planning and help children move forward in their learning. The childminder is knowledgeable about how to complete the progress check at age two, the areas to cover and involve parents in this process.

Children are interested in their environment because of the support and guidance they receive from the childminder. They respond well to the childminder's playful and thoughtful interactions and interventions. This supports their enjoyment and achievement, boosts their self-esteem and helps them feel comfortable in her care. The quality of teaching is good and the childminder is clear about how to support children in becoming effective early learners. The childminder asks children questions to develop their critical thinking skills. For example, as they play the childminder makes suggestions and predictions and asks children what they think might happen. She promotes children's understanding of simple calculation, numbers and counting introducing mathematical language, such as the concept of 'total' and 'equal' amounts as they count the grapes into each bowl at snack time. The childminder helps children to use their imagination through role play and talks to them about 'pretending' as they play. She encourages children to explore the range of resources to stimulate their interest and support their learning. A range of resources are set out to cover different areas of learning and developed to meet individual children's needs and next steps in their learning. For example, picture books and story books are accessible to promote language skills and some children like to play with the small world playhouse to enhance their imagination. Older children like to draw, colour, use the computer and complete puzzles. All children like to make marks using the sketch pad and talk about drawing a picture of the 'moon'. The childminder recognises the importance of supporting children to acquire communication and language skills. Children visit the library and love stories and singing. The childminder listens carefully to what children say and emphasises words with the younger children to help expand their vocabulary. Older children learn about letters and sounds linked to their name and some like to practise writing their name on art work.

Children are able to explore their creativity. They like dressing up, painting, cutting and sticking activities, making models and manipulating play dough. The childminder has given good attention to promoting all aspects of children's learning in the outdoor area to promote their physical skills and confidence. For example, they are able to climb, pedal bikes and scooters, make models with bricks, practise their mark making skills and play in sand and water. However, the outdoor area is not fully developed to further inspire children's interests in activities, such as plant and growing fruit or vegetables, enabling them to learn about sustainability. Children enjoy outings to local parks, soft play centre and the library. This helps them to develop an awareness of the local area and the community. Children's awareness of diversity is fostered appropriately. They access a good range of resources to promote positive images of diversity and learn about different festivals and celebrations throughout the year.

The childminder works well with parents and children's starting points in their learning are recorded using an 'All about me' profile. Parents are kept fully informed about children's activities and achievements on a daily basis. Each child has a development folder, which

contains their art work and photographs and observations of what children enjoy doing and are achieving. The folders provide parents with a good overview of children's progress. There is scope to enhance the opportunities for parents to share information about their child's achievements at home, to further involve them in their learning and development. The childminder recognises the importance of working with other providers to ensure children's continuity of care and learning and a smooth transition between settings. Children are well-prepared for school because they have opportunities to become independent and do things for themselves. For example, they are confident in their self-care; they help prepare fruit at snack time and are encouraged to make choices about what they would like to do. Overall, children are developing good skills to support them as they move forward in their learning.

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

The childminder's home is safe, warm and welcoming and there is plenty of space for children to play and rest. A wide variety of resources is thoughtfully stored in ways that children can easily access, which promotes their independence. Children are self-assured and demonstrate through their discussions with the childminder that they feel a sense of security as they chat and play with her. The childminder tunes in sensitively to children's needs. She stays close by to help them feel safe and provides warm and consistent care, responding quickly to their cues for cuddles or reassurance. Children form trusting bonds and attachments with her and are happy in her company. The childminder is knowledgeable about children's individual needs and unique characteristics. She works closely with parents and provides a flexible service to meet their needs. A good focus is placed on settling-in procedures making sure individual routines and any specific needs are met.

There are good partnerships with parents. The childminder communicates thoughtfully and effectively with parents each day about their child's routines and activities. She recognises the importance of smooth transition arrangements when children move onto the next phase in their learning. She has established secure links with local schools, in order to support children's learning and development needs and provide consistency in their care and learning experiences.

Good behaviour is promoted. The childminder encourages children to consider others as they play, by playing nicely together, sharing and taking turns. She offers them plenty of praise and supports them in learning the difference between right and wrong. This is an inclusive setting and the childminder is aware of working with other agencies and professionals where children may need additional support. Children are encouraged to understand about keeping themselves safe through their play and interactions. They become involved in practising the emergency evacuation procedures and they learn about road safety while on outings.

Children's daily dietary needs are met and a healthy lifestyle is encouraged. They talk about healthy foods as they enjoy their fresh fruit snacks. Children keep active through good opportunities to spend time outdoors. They explore the local area and visit the park and soft play centres. Children are able to rest and sleep according to their individual

needs. Their safety is considered a priority and they are supervised well at all times. Children play with equipment appropriate to their age and stage of development, toys and resources are maintained in a good and clean condition. Effective procedures are in place to deal with any accidents and accident records detail all the required information. The risk of cross-infection is minimised with good hand washing procedures and by keeping the premises clean and tidy.

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

The childminder fulfils her responsibility in meeting the requirements of the Early Years Foundation Stage. Children are cared for in a safe and secure environment. The childminder demonstrates a clear understanding of what to do in the event of a safeguarding concern. She has recently updated her safeguarding policy and this is shared with parents. This ensures parents understand how the provision operates and the childminder's responsibility regarding children's welfare and safety. The childminder maintains a record of visitors to the setting and she makes sure that children are always under her direct supervision and care to ensure their safety. Risk assessments are completed for the home, garden and outings. The use of safety equipment around the home also helps to minimise potential risks to children. All of the required documents are in place, including parental consents and children's hours of attendance are recorded. This ensures children's welfare and well-being is secure.

Positive partnerships are in place with parents and a good level of information is exchanged each day. The childminder is committed to making sure children enjoy their time with her, feel safe and achieve well. Since her last inspection the childminder has achieved a recognised childcare qualification. The childminder has conducted an evaluation of her provision and identified clear targets for future improvement, including further training. She approaches her role with enthusiasm and keeps herself up to date with changes in the early years field and works with the local authority to improve practice. The childminder has a good knowledge and understanding of the learning and development requirements. She uses the information gained from her observations to plan an educational programme that covers all aspects of children's learning and development. As a result, children are provided with good quality learning activities and experiences, based on their individual needs. This helps children develop good skills for the future and support their smooth transition to school.

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	EY388058
Local authority	Birmingham
Inspection number	928395
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	7
Name of provider	
Date of previous inspection	26/04/2010
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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