

Inspection date

Previous inspection date

08/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Accurate observations and assessments help to clearly identify the next steps in children's learning, which ensures they continue to make the good progress in their learning and development.
- Children build secure attachments with the childminder and her assistant, which helps them to settle quickly with trusted adults. They confidently acquire skills that help them develop and learn, preparing them well for their next stage in learning.
- The childminder is keen to develop and further improve her service. She acts promptly on advice and attends regular groups to enhance her knowledge, which further supports children's continued development.

It is not yet outstanding because

- There is scope to enhance opportunities for children to further explore diversity through their imaginative play.
- There is scope to better enhance children's learning and development through further improving communication with other professionals working with children in the other settings they attend.

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 and outdoor learning activities and daily care routines with children.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, documentation and a selection of policies and procedures.
- The inspector looked at other areas on the ground floor, such as, the kitchen, lounge and the garden.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Hall Green area of Birmingham and works with an assistant. The whole of the home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder has a pet rabbit.

There are currently 10 children on roll, of whom four are in the early years age group. Children attend for a variety of sessions. The childminder also cares for older children before after school and during school holidays. She operates all year round from 7am to 6pm, Monday to Friday, except for family and bank holidays. The childminder takes children to and collects them from local schools and pre-schools on foot. She takes children out to local parks, shops and the library on a regular basis. The childminder is a member of the Professional Association for Childcare and Early Years and she has an 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 opportunities for children to explore diversity through extending the resources they use to support their imaginative play
- strengthen the communication with other settings which children attend and encourage the sharing of specific information about individual children's learning, in order to enhance and complement children's learning and development.

Inspection judgements

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

Children are enthusiastic and demonstrate a positive approach to learning due to the childminder's and her assistant's secure knowledge of the Early Years Foundation Stage. She is fully aware of the different ways in which children learn through play and knows how to best support individual children and capture their interests. The childminder plans a good range of interesting and stimulating activities both inside and outdoor to support individual children in both the prime and specific areas, which enables them to make good progress in all areas of their learning. This also helps children develop skills which will prepare them for the next stage in their learning. The childminder makes effective use of guidance, such as the 'Early year outcomes' to help track children's development

accurately to ensure they continue to make good progress. Younger children develop their language and communication skills well as they read stories with the assistant. They play musical instruments like drums and shakers as they sing their favourite songs, which support their imagination. Children learn about growing as they closely examine and count the bulbs before they plant them, while younger children explore the soil with their fingers which supports their creativity.

Children learn to be independent as they help themselves to toys and equipment of their choice. The childminder supports children's self-helps skills. For example, they feed themselves and are learning to put outdoor clothes on. This helps children obtain the skills they need for the next stage in their learning, such as starting nursery. The childminder uses some effective methods to challenge and support children's learning through asking open-ended questions and modelling play and certain skills. For example, she shows children how to plant bulbs in the garden. Children develop a good range of physical skills as they use a selection of wheeled toys in the garden with ease and confidence. They enjoy role play activities in the castle, where they develop small muscle skills as they handle small equipment, such as cups and teapots. In the park they practice their large muscle skills as they use the climbing equipment and run up and down the hill, which further enhances their balance and coordination. Parents are involved in their children's learning through daily discussions and the childminder makes suggestions about how they can further support their children at home. For example, parents continue hand printing with their children which supports their creativity.

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

Children are happy and have close relationships with the childminder and her assistant, which helps them develop close bonds with children. Essential information is collected from parents about children's interests, their families and care routines, which is used well to plan and help children settle quickly into the home. Personal items, such as toys and family photographs from home, provides a sense of belonging and security for young children. Good procedures are in place to support the transition from home. This includes trial periods and a gradual settling-in time, which is planned around the needs of the child.

Children make healthy choices, as they are offered a selection of fresh fruit at snack time. Main meals are provided by their parents, which ensures their individual dietary requirements are met. Babies enjoy freshly prepared food, which supports their stage of development. Children are well prepared for school and the next steps in their learning because they have good opportunities to become independent and do things for themselves. For example, they use the toilet and clean their hands before food. The childminder further supports children's transition to other settings, as she takes them to collect older children from school, so they become familiar with the new setting and other adults.

Children are well behaved and learn about acceptable behaviour through pictorial rules and discussions. For example, the childminder reminds children that they have five

minutes before they need to tidy away. This gives children time to finish their play to their satisfaction. Children learn about healthy lifestyles as they enjoy regular activities in the community where they benefit from the fresh air and exercise. There are a good range of toys and equipment both in the home and in the garden, which supports children's interest and learning. Toys for younger children are stored on the floor, so that they can make choices about their play. Although, children have access to a generally good range of resources to support their awareness of the wider world, there is scope to further enhance their understanding of diversity through their imaginative play. Children learn about road safety through daily outings. They know they have to hold on to the buggy and wait for the 'green man' to cross the road. The childminder further supports children's understanding of being safe, as she talks to them about the work men and the hole in the road, which they observe from a safe distance.

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

Children are effectively safeguarded due to the childminder and her assistant's secure knowledge of the possible signs of abuse and the procedures to follow should they have concerns about children in their care. The safeguarding policy is shared with parents, so that they understand their role in protecting children from harm. Thorough risk assessments are in place for activities within the home and outings in the local community, which ensures children are protected and their welfare promoted. Furthermore, effective procedures are in place to ensure that the assistant has undergone relevant checks to ensure her suitability and has the necessary experience to care for young children. As a result, children's welfare is promoted as they continue to develop and enjoy learning. Good procedures are in place to keep children safe from persons who may not be vetted. For example, visitors are not left alone with children and a full record is maintained in relation to all people visiting the home. Parents receive both written and verbal information, which gives a summary of the activities their children have taken part in, as well as information about their personal care. Parents comments include that children are happy and enjoy their time with the childminder, who provides them with daily feedback about their children's progress. Some of the children on roll have recently started to attend other settings which deliver the Early Years Foundation Stage. Although, the childminder has started to develop links with these providers, there is room to develop further the partnership working arrangements to better promote consistency in children's learning and development.

The childminder has good procedures to help her monitor the educational programme and children's progress through regular observation, assessment and discussions with both parents and her assistant. This ensures children continue to make good progress in their learning and development. Self-evaluation is robust and accurately identifies the strengths and weaknesses of the service. Plans for the future are well targeted to promote continuous improvement. The childminder collects parent's and children's views through regular discussions, which ensures they are involved in the process of improvement and that changes in practice are meaningful to them. For example, children's request to access the outdoors more has been addressed as they play in the castle, which provides them with shelter in the rain. This supports children's good health as they continue their

learning. The childminder is committed to further developing her practice, she has completed several courses along with her assistant, which supports her to acquire further skills and experience to support young children to learn and develop to their full potential. She attends regular pre-school groups and works closely with other childminder's where she shares and acts promptly on ideas for good practice, which further supports her personal development and the provision for children.

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	EY456141
Local authority	Birmingham
Inspection number	913613
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	not applicable
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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