

Inspection date

03/07/2013

Previous inspection date

10/08/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The childminder supports children's learning well as she engages in their play. She uses different teaching methods to ensure individual children progress well. Methods include demonstrations and asking children questions to extend their play.
- Children develop a good range of physical skills and maintain a healthy lifestyle through daily outings in the community to local groups and parks, which also supports their understanding of their environment.
- Children bring in their favourite toys and resources from home, which they willingly share with other children. This helps them to develop good relationships with each other and promotes positive behaviour.
- The childminder is keen to develop and further improve her service. She acts promptly on advice and attends regular groups and training to enhance her knowledge, which further supports children's development. As a result, children enjoy their learning and continue to make good progress.

It is not yet outstanding because

- There is scope to better enhance children's learning and development, through further improving the very good communication with other professionals working with children in the other settings they attend.
- There is scope to further support children's learning, by extending opportunities for them to use their additional language to enhance their very good communication.

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 the children.
- The inspector spoke with the childminder 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, front room and the garden.

Inspector

Kashma Patel

Full Report

Information about the setting

The childminder was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with husband and two children aged 12- and 15-years-old in the Bournville area of Birmingham. The whole of the ground floor and the bathroom and one bedroom on the first floor of the childminder's home are used for childminding. There is an enclosed rear garden available for outside play. There are currently seven 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 and after school and in the school holidays. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for family holidays.

The childminder attends local pre-school groups with the children. She takes children on visits to the local library, shops and the park on a regular basis. The childminder drops off and collects children from local schools and the nursery. She has an early years qualification at level 3. The childminder receives support from the local authority and is a member of the 'First Steps Network', she supports children with English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children who have an additional language at home to use that language in the setting to further support their communication
- 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 between settings.

Inspection judgements

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

The childminder supports children's learning well through one-to-one interaction and group activities. This helps them to make good progress in all areas of their learning and also prepares them well for the next stage in their learning. The childminder uses good methods to help children learn. For example, she shows a child how to hold a pencil to provide better control and constantly asks open ended questions to support and extend

their learning. Younger children learn as they watch and imitate older children and the childminder. They repeat words they hear and point to toys of their choice, which helps them to make decisions about their learning. The childminder carries out a baseline assessment when children start to find out what they can do, so she can plan effectively for them. She also completes a transfer document when children move to other settings. This helps a smooth transition and also provides other carers with detailed information on children's learning.

There are good systems for observation and assessment, which accurately identify what children need to do next to further enhance their learning and development. As a result, they make good progress in all seven areas. Children develop socially and extend their language and communicate skills as they sit at the table and chat with their friends. They sing songs spontaneously and enjoy a good range of story books, which further supports their language. Older children show good levels of confidence as they recognise and write their names on their work. The childminder further enhances their learning as she plans activities for individual children to practise writing letters. Children develop their imagination and self-help skills as they dress up as princesses. They enjoy putting on shoes and hair accessories to extend their imagination and interests. Children learn about numbers and colours as they use a wide range of equipment, such as cotton reels and construction items to count and sort. They can name a wide range of shapes, such as, an oval, circle and square as they play with shape sorters and play dough equipment. 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.

The childminder cares for children who have an additional language at home, such as Finnish and Spanish. She supports their learning through dual language books and activities. For example, she translates verses in English and the additional language in Father's Day cards children make. However, their language skills are not always promoted as well as possible. This is because there is scope to further enhance children's communication by encouraging them to use their additional language in the setting. Children develop a good range of physical skills as they access the garden and use local parks in the community. They benefit from the fresh air and use a range of climbing equipment to develop skill in their balance and coordination. Children socialise with others as they attend various groups in the community, such as library for story time and childminding groups.

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

Children are happy and have close attachments with their childminder and other children. The childminder supports their emotional well-being and offers a gradual settling-in period, so that they feel comfortable in her home and gain a sense of belonging. Children are content and clearly enjoy the childminder's and each other's company as they join in with each other's play. Older children show care and concern as they bring young children toys to play and show affection as they cuddle them. This helps younger children to feel secure in the home with older children. The childminder is proactive in gaining valuable

information from parents, which she records in individual 'all about me' records. The information gained includes detail of children's interests and favourite toys, which she uses to help children settle and feel secure. Children bring in their favourite books and resources, which supports their interests from home. They learn about positive behaviour through rules, which are displayed and reinforced on a daily basis to help keep them safe. Children happily share, take turns and play well together. For example, they help each other to put on the princess dresses, which enables them to work together and help each other. Children learn about keeping themselves safe as they practise regular fire drill evacuations, which helps them to understand what they need to do in an emergency situation.

Children learn about healthy lifestyles through daily outings to local parks and groups, which provides opportunities for them to develop a wide range of physical skills and benefit from the fresh air. In the garden they develop their large muscle skills as they use the swings and the trampoline. Children enjoy a wide range of healthy snacks and meals, which meets their individual dietary needs, such as a piscatorial diet, which involves fish but no meat. Water bottles and beakers are accessible to encourage children to have a drink regularly and which also promotes their independence.

The childminder helps children prepare for a smooth transition to other settings through visits, discussion and stories about starting a new setting. Children attend other settings, which deliver the Early Years Foundation Stage. In order to complement their learning, the childminder talks to children and parents about how their learning can be supported and extended. For example, she helps children with homework, such as reading and writing, which enables them to continue their learning. However, these links with other providers are not as strong as possible, which means children's learning is not always enhanced as well as possible. Children access a wide range of toys and equipment, which support their interests and learning. Toys are within easy reach of children, which enables them to select and make independent decisions about their play.

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

Risk assessments and safety procedures have been reviewed and updated to ensure all precautions are taken to minimise risks to children. In addition to this daily checks are carried out in the home and garden to help keep children safe. House rules have also been updated and shared with children to promote positive behaviour. Effective procedures are in place to record accidents and incidents to children, which promotes their welfare. The childminder has a good understanding of the safeguarding and welfare requirements. She is aware of her responsibilities to report any concerns, demonstrating a clear understanding of whom to contact, so that children are protected from harm. There is a good range of well written policies and procedures in place to support children's safety and welfare in the home. These are regularly reviewed and updated as necessary to promote children's welfare.

The childminder has implemented good procedures to help her observe, assess and monitor each child's progress, which ensures they continue to make good progress in their learning. Good partnership working with parents supports them in understanding the Early Years Foundation Stage, which means that children's care is consistent and parents are involved in their child's learning. Parent's feedback is obtained through regular discussions and a daily diary is in place to share information about children's daily care and progress. Parents express their satisfaction with the care their children receive at the setting. They state that children are happy, settled and that they are well informed about their children's daily progress. Children also attend other settings which deliver the Early Years Foundation Stage. The childminder completes the transfer document for other settings to ensure a smooth transition for children. Although, positive relationships have been developed with other providers, there is scope to further build on these links and the information shared to better enhance children's early years experience.

The childminder is committed to further developing her practice and has attended additional training. She has an early years qualification at level 3 and is part of the 'First Steps Network', where she receives regular support to enhance her skills and experience. In addition to this, she is a member of the 'childminding cafe', which keeps her updated with current legislation. This helps her to ensure that she meets the safeguarding and welfare requirements, in order to ensure children's welfare is promoted. The childminder collects parent's and children's views through regular discussions and the use of questionnaires, which ensures they are fully involved in the process of improvement. Parent's request for children to play more outdoors has been addressed. As a result, children benefit from daily physical exercise and fresh air to maintain a healthy life style.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary 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	EY271591
Local authority	Birmingham
Inspection number	912444
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	10/08/2009
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

