

Inspection date	16/10/2013
Previous inspection date	02/10/2009

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

- Children are very secure and settled in the childminder's care. This is because she is warm and affectionate with them, supporting their personal, social and emotional development.
- The childminder manages children's behaviour very well; she offers clear explanations and positive praise and so they are learning to cooperate.
- The childminder observes children's development and plans effective next steps for their learning, which she shares with parents. This means parents are able to support their children's learning at home.
- The childminder provides a secure environment to enable children to feel safe, as a result they can explore and investigate in their environment.
- The childminder's robust self-evaluation and commitment to extending her knowledge through training, enables her to clearly identify areas of her provision she feels could improve.

It is not yet outstanding because

- Children are not fully supported to extend and build on their mathematical development, such as learning simple number problems.
- There is scope to develop the outdoor provision so children can make connections and improve their grasp of language and literacy, such as by using print and signage to show children the uses of print in various contexts.

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 at appropriate times throughout the day.
The inspector looked at documentation, including children's records, learning and development information, suitability records and a selection of policies and procedures.
- The inspector took into account the views of parents from written questionnaires sent out by the childminder.

Inspector

Jennifer Turner

Full Report

Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory parts of the Childcare Register. She lives with her partner and children aged five and two years in Erdington, Birmingham. There are shops and schools close by. The whole of the ground floor, first floor bathroom and two bedrooms are used for childminding. There is an enclosed garden available for outside play.

There is currently one child on roll in the early years age group, who attends part-time and three school-age children, who attend before and after school and in school holidays. The childminder supports children who speak English as an additional language. She operates all year round from 8am to 6.30pm, Monday to Friday, except for family holidays. The childminder holds a level 3 early years qualification and is currently on a degree course. She is a member of the Professional Association for Childcare and Early Years. The childminder occasionally works with an assistant.

What the setting needs to do to improve further

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

- enhance the outdoor provision by introducing print and signage to show children the uses of print in various contexts, in order to improve their grasp of language and literacy
- extend children's mathematical development by providing them with more opportunities to learn and solve simple number problems.

Inspection judgements

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

The childminder provides a very good balanced and varied educational programme based on children's interests, what she knows about the activities they enjoy and their next steps. Her interaction with children is encouraging, positive and supportive. This enables children to try new experiences and make independent choices in their play. They enjoy the freedom and fresh air as they move around the garden. Children love being outdoors in the childminder's garden, as they explore the natural environment, digging in soil and filling buckets to make mud castles. The rain does not put them off playing and a child tells the childminder they are building a road as the child places their foot on the spade and digs down in the soil. They delight in playing in the mud kitchen, exploring lentils as

they fill metal pots and pans and use real equipment, such as wooden and plastic serving spoons. They spend time pouring the lentils from one pan to another pretending they are cooking for the childminder and inspector, as they hand them a plate of food. Children plant strawberries, carrots and herbs in containers as they learn about how things grow.

The high levels of encouragement and support from the childminder helps children to make their own choices and follow their own ideas. They enjoy building, constructing with bricks and engaging in role play. Children pretend to be doctors and nurses and attend to the childminder in their play. They tell her to lie down and care for her; acting out giving her medicine and injections. Children develop confidence in their play and use their imaginations really well. During their play and daily routines, children learn about number use and count in a range of situations to identify how many conkers or fire engines they have. The childminder teaches them some different concepts, such as, big, small, full and empty through effective questioning and modelling of language. However, the childminder does not fully extend and build on children's mathematical learning to introduce them to simple number problems. This means they have fewer opportunities to learn about adding and subtracting items as they play and during routines, such as snack time. Children are active and play with a wide range of different toys, making good use of the space and opportunities to explore. For example, they use a good range of equipment to develop their balance and coordination as they use bikes, cars and a small slide inventively to challenge themselves going down it in different ways. Resources are of a good quality and meet children's interest, age and stage of development. Children are learning to value the differences and similarities between people because the childminder has a good range of resources to promote diversity and displays positive images in the play area. Children create Eid cards decorating these with coloured pens. They access bright coloured saris in the imaginative and role play area. Children have good opportunities to make marks as they access a range of resources on the writing table. They see words, labels and signage displayed around them indoors as the childminder uses signs with words, pictures and labels all around, including on storage units. However, this is not extended outdoors so children can make connections and improve their grasp of language and literacy, such as by using print and signage to show them the uses of print in various contexts.

The childminder fosters children's communication skills efficiently. She uses questioning and encouragement to extend children's language development, including those who speak English as an additional language. Children communicate continually and effectively with the childminder and each other and she encourages them to use their home language, such as saying the names of colours in Polish. This also helps other children learn a new language. The childminder has learnt words and phrases in Polish to support children when they first start to attend, which helps them to settle. The childminder promotes children's enjoyment of books imaginatively as she reads their chosen stories to them in a stimulating and interesting way, while sitting comfortably together on the sofa. When exploring books alone, children show a keen interest and have the skills to turn the pages correctly, in the right direction. As a result, children learn that books bring pleasure and are exciting to read.

The childminder uses successful assessment systems, including the required progress checks for children aged two years, which record the progress children make in their learning. Recorded observations show children's learning from the activity observed.

Identified next steps show key areas to focus on for the following term. A tracking system enables the childminder to identify any gaps in children's learning to support her planning. The childminder works closely with parents, so that they play an active role in their child's development. Parents provide information about what their children can do in each area of learning to support the childminder's initial baseline assessment, which is completed at the start of the placement. Parents contribute towards children's learning journals by recording any learning that takes place at home. Parents comment that they are well informed about their children's progress. This provides a good two-way flow of information to support the childminder as she assesses children's progress and makes plans for their future learning. She offers individual time for parents to find out about their child's development daily, at pick up time and parents' evenings, so that they are fully involved in their learning. These effective systems help children to make good progress in their learning and be ready for the next stage of their development, for example, moving to school.

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

Children have good relationships with the childminder and demonstrate a strong sense of security and close bonds. They confidently seek her involvement in the games they play, such as pretending she is unwell and in hospital. The childminder fully supports children to develop their understanding to take turns, share and be kind to each other. She acts as a calm, consistent role model, who has effective behaviour management strategies in place. For example, she explains to children that they must take turns to pour their own drinks at dinnertime or when playing with certain toys. She uses 'time out' when children display inappropriate behaviour and encourages them to apologise to each other, which helps them learn good manners and manage their own safety. Reward charts are used to reinforce positive behaviour and children know when their chart is full they can choose a special gift. The childminder has clear evacuation procedures in place and practises drills with children, which has helped them become aware of the procedures to follow in an emergency. Children know that the displayed emergency escape sign means they must go to the front door when they have a fire drill and know they must stand by the tree at the front of the house.

Children health and well-being is very well supported by the childminder. She ensures that children understand the importance of good hygiene practices and helps young children to wash their hands after playing outdoors and before eating, to minimise cross-infection. The childminder talks to them about invisible germs and when a child asks, 'what does invisible mean?' she explains it is something you cannot see. Children enjoy sitting together socially at mealtimes and benefit from healthy snacks, such as a variety of fruits and those who stay late are offered a cooked meal. Activities, such as cutting out pictures of healthy food, help children to learn about food that is good for them. The childminder works closely with parents to make sure she has a clear understanding of their children's dietary and health needs. The childminder's home is clean and well-maintained and children use paper towels, which helps to maintain their good health through reducing the risk of cross-infection. The childminder meets the physical development needs of children in her care. She offers daily outdoor play which supports children's moving and handling skills. For example, as they ride bikes and cars or when they venture onto the slide.

Children enjoy walks in the community, to play parks and to the local children's centre, where they have additional opportunities to enjoy exercise to support them in staying healthy and active.

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

The childminder maintains a safe environment for children to play and learn. She regularly assesses the environment for risks to children and takes steps to reduce these, for example, by having stair gates, socket covers and finger guards on doors. She has attended safeguarding training and her extensive knowledge of safeguarding means that she knows how to recognise the signs and symptoms that might cause her to be concerned about a child's welfare. Detailed written policies and procedures underpin the childminder's work and she shares these with parents. Her main policies, such as safeguarding, are displayed on the noticeboard with the contact details of the safeguarding team. She has signs displayed for a specific purpose, such as to alert others that no mobile telephones or cameras are to be used on the premises. The childminder maintains accurate records of children's attendance and visitors are asked to sign in and out to ensure that children are safe.

The childminder uses self-evaluation effectively to evaluate her practice and to enable her to fully measure the success of action plans that are created to address areas for development. She is a member of the local network and uses the 'Quality together' assessment to review her practice. She regularly meets with the local teacher at the children's centre and other childminders on the network to share good practice and ensure she continually improves. She regularly seeks the views of parents by sending out regular questionnaires. Children also complete questionnaires with smiley and sad faces, so they can show their enjoyment of activities. The childminder is committed to further improve upon the quality of care provided for children and regularly attends training to support this. She has a positive attitude towards professional development and undertakes regular training to increase her already good knowledge and skills. She is currently on the Foundation degree course. This has a positive impact upon children as the childminder uses her new understanding in her practice, such as theories about how children's learning can be supported to achieve a task or develop a skill. The childminder provides flexible care for children, meeting the needs of their families. The good relationships and range of methods of communication means that all parents are able to work effectively with the childminder to support children. She has built positive relationships with other local nurseries and schools and shares transition reports when children leave her to go to school or nursery. Parents comment positively on their children's observation summaries saying they are happy with how well their children are developing. Occasionally, the childminder works with an assistant who is her sister, however, during this inspection she worked alone.

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	EY389519
Local authority	Birmingham
Inspection number	936512
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	02/10/2009
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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