

Inspection date	17/01/2014
Previous inspection date	07/12/2010

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 are progressing well because the childminder is knowledgeable about how children learn and teaching is good. She provides children with exciting and challenging play, which covers all areas of learning.
- Children are effectively safeguarded as the childminder regularly updates her knowledge and has effective policies to support her. Good attention is given to keeping the premises safe and secure and positive steps are taken to minimise potential risks to children. The childminder uses ongoing risk assessments to ensure children are kept safe at all times.
- Children settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- Children's development is promoted by a successful partnership with parents. The childminder keeps parents well-informed so they are included in their child's learning and there is a consistent approach.

It is not yet outstanding because

- There is scope to develop a greater variety of outdoor toys and equipment, in order to extend children's outdoor learning and to enable them to contribute more to the planning and organisation of these experiences.

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 observed activities within the childminder's home.
- The inspector looked at documentation, including a selection of policies and procedures and children's learning records.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Amanda Tompkin

Full report

Information about the setting

The childminder was registered in 2010 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her one child aged 12 years. They live in Shirley, Solihull. The whole of the ground floor, except the sitting room and the bathroom on the first floor is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

There are currently five children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She is a member of 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:

- extend the provision for children's outdoor learning by involving them more in planning outdoor activities and increasing the range of resources and equipment to support their learning.

Inspection judgements

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

Children make good progress in their learning because of effective procedures for monitoring children's development towards the early learning goals. The childminder collects detailed information on children's starting points, which she uses to plan a range of interesting play opportunities for children. Through regular and accurate observations and assessments, the childminder continues to assess what children are able to do. From this detailed information she plans activities on a weekly basis, which ensures children continue their good progress in all areas of their learning. Young children are well supported to develop their own ideas and to explore different materials. For example, they are eager to play with pasta and buttons and are encouraged to sort them into different bowls according to colour.

Each child has a learning record which contains photographic evidence, as well as observations of the child's learning. Parents regularly review these and are asked to contribute to them by adding information as to what their child does at home. Consequently, parents are successfully included in their child's learning. The childminder has a secure understanding about the requirements to carry out a 'progress check at age

two years'. She has spoken to parents and given them information about this assessment.

Children are encouraged to share toys and play together, to promote their social skills in preparation for transition to nursery and school. As a result, children make good progress in their personal and social development skills. A wide selection of good quality resources is available and the childminder gives clear guidance in using these when they need support. For example, she patiently encourages toddlers to learn how to hold the scissors correctly. Teaching is good and she has high expectations of children and consistently builds on their ability, resulting in children developing skills through a wide variety of activities. Children have regular access to fresh air. They develop good coordination, balance and control as they use varied physical play apparatus. There is scope to improve the range of toys and activities outdoors and for children to be more involved in the planning and organisation to better support their learning outside.

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

Children are happy and have strong, secure relationships with the childminder and each other. The childminder has effective procedures to help children settle well with her. For example, she ensures favourite toys and comfort items, such as cloths from home, are nearby so children can access them when they need them. She creates an emotionally and physically safe environment for children, ensuring she gives each child individual attention and encouragement. She helps them become socially confident with opportunities to mix with other children at different local activities and to play and learn together in mixed age groups in her setting. This helps children become emotionally ready for future transitions to nursery and school.

The childminder has appropriate behaviour management strategies in place. Wherever possible, explanation is provided so that children learn to understand the difference between right and wrong. The childminder understands that younger children need time to learn how to share. Therefore, she ensures that there are plenty of resources available, helping to reduce any potential conflict. The childminder gives a high priority to children's safety. She keeps her home safe and secure by completing risk assessments and ensuring safety measures are in place for all children. For example, safety gates and cupboard locks are fitted where appropriate. When out in the community she reminds children about how to stay safe. For example, she reminds them to stay close to the car as she is fastening younger children into their car seats. This helps children take responsibility for their own safety.

Children enjoy a wide range of healthy snacks and meals, which meet their individual dietary requirements, some provided by parents and others by the childminder. Parents are kept well-informed about children's diet with the childminder and she works positively with parents to encourage children to eat a more varied diet.

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

The childminder is well-organised and has a comprehensive range of policies and procedures in place, which support her good practice. Policies are shared with parents to ensure they are clear about how the provision operates. The childminder's understanding of safeguarding and of how to keep children safe and the signs that a child may be at risk of harm, is strong. She has recently attended a child protection course to refresh her knowledge. The childminder has considered the appropriate use of mobile telephones and cameras in the setting, in order to fully protect children in her care.

The childminder fully understands the learning and development requirements. She has Qualified Teacher Status and plans purposeful and developmentally appropriate play around children's individual interests, which enables them to make good progress in their learning. She monitors children's achievements to ensure they are all making good progress given their starting points and capabilities. The childminder takes time at the beginning and end of the day to engage in conversation with parents regarding activities children have taken part in. The childminder also records information in a daily diary for those parents who have not got time to talk. This two-way flow of information ensures parents are kept fully-informed.

The childminder engages in thorough self-evaluation to identify her strengths and areas for development and has identified improving outside play as one of her priorities. She values feedback gained from parental surveys and young children's preferences. She also welcomes advice from other professionals and implements changes that are suggested to enhance her practice. The childminder arranges regular meetings with parents where she shares information on children's progress and development. Parents talk positively about the childminder and of her kind and caring nature. The successful partnership with parents works well to promote children's development. The childminder is well-informed about the importance of sharing information if children attend other settings. Therefore, children's smooth transitions to other settings result from the ongoing communication.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY411632
Local authority	Solihull
Inspection number	879720
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	07/12/2010
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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Piccadilly Gate
Store St
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M1 2WD

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