

Inspection date

Previous inspection date

28/01/2014

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

- The childminder's teaching background assures her understanding of how children learn and make progress. She provides lovely experiences based on children's individual interests, in order to effectively promote their development.
- Children thrive in this caring and homely environment because they form appropriate bonds and secure emotional attachments with the childminder.
- Children are effectively safeguarded because the childminder has a good understanding of the child protection procedures to follow if she has concerns about a child. She assesses risks well and minimises hazards so that children benefit through a variety of activities and experiences.
- The childminder's good relationships with parents, including effective two-way flow of information, makes a strong contribution to meeting all children's needs successfully.
- The childminder actively seeks and shares advice and guidance with other childcare professionals, in order to support children's care and education effectively.

It is not yet outstanding because

- There is scope to enhance the opportunities for children to become increasingly independent in their play experiences.
- The use of novel and natural resources in the environment to promote children's sensory development is not explored to the very optimum.

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 activities and spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector reviewed documentation, including suitability and vetting checks, children's information and learning records and a selection of the childminder's certificates and policies and procedures.
- The inspector also took into account the views of parents from the written references provided for inspection.

Inspector

Lucy Showell

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 with her husband and their children aged seven, five and two years in a house in Solihull. The whole of the house, with the exception of the main bedroom, is used for childminding and the rear garden is used for outdoor play. The childminder attends several local groups and activities at the local children's centre. She visits the shops and parks on a regular basis. The childminder collects children from the local schools.

There are currently three children on roll, who 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 qualified primary school teacher and 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:

- provide children with greater opportunities to make more independent choices in their play, in order to encourage further child-led activities at the setting
- extend the range of novel and natural resources available, so that young children are encouraged to explore and investigate using all their senses.

Inspection judgements

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

The childminder's interactions and teaching techniques are positive and show her good understanding of how to engage and capture children's interests very well. As a qualified teacher, she fully appreciates how this helps children to progress well and to develop good skills for their future learning, such as moving on to nursery or school. As children settle in with the childminder, parents are encouraged to contribute thorough information about their child. The childminder then uses this detail, along with her observations, to best effect forming the starting points for children's learning. This forms the beginning of an ongoing process, which effectively involves parents in their child's learning. The childminder and parents share accurate accounts of the days' events and often take time to review children's progress. There are beautiful records, which include photographs of children enjoying various activities. These are enhanced by annotations and details of how this impacts on children's development across the prime and specific areas of learning.

Parents are invited to contribute to these, which they do in the form of 'wow' moments, in order to gather a true assessment of the child. This means that the childminder gets to know children's likes, dislikes and interests while at home and is able to extend this into the activities she provides. In addition, the childminder has plans to use these valuable records to help her write the summaries for the 'progress check at age two' once children reach this age. She knows how to share these effectively with parents and other professionals, if appropriate. Furthermore, the childminder clearly understands this is in order to identify the development levels and needs of each child and to help gain any required support for their continued progress.

The childminder organises the day very well, in order to cater for children's differing needs and interests. For example, they attend several groups, events and sessions and visit local places of interest throughout the week. This provides children with a wealth of opportunities within the local community where they socialise with other children of similar ages and interests. This means that children are developing a range of important skills through interesting and challenging experiences, which support their current and future learning. In the childminder's home, all children are enthusiastic, engaged and actively involved in their own learning. They are developing good confidence and self-esteem as they receive plenty of praise and encouragement for their efforts and achievements. The childminder encourages good communication and language skills as children often enjoy singing their favourite songs and action rhymes. This also helps them to interact well with one another as they sit together and take turns doing 'round and round the garden' on each other's hands. The childminder uses a good array of props to enhance the songs and stories. For example, children are given pretend spiders as they sing about the spider who tip-toes across the floor and hides under the chair. They count fluffy chicks lined in a row ready for their song about chickens and take turns to wear the monkey mask as they pretend to be cheeky monkeys jumping on the bed. Furthermore, children post pictures, which correspond to the items in the story, into the 'mouth' of the very hungry caterpillar puppet and are not surprised he has a stomach ache because he is so full.

Children's physical skills are enhanced by use of a good variety of toys and equipment. For example, the youngest children learn to walk holding on to furniture and walker toys and the childminder entices them to come across the room. They enjoy playing with a range of activity toys as they learn to turn dials, press buttons and flick switches to make the animals pop up. All children thoroughly enjoy popping bubbles using different fingers and parts of their body or lying on the floor to allow the bubbles to come to them. There are lots of smiles, claps and laughter as children play, which adds to the fun environment. Furthermore, the childminder devotes her time to the interaction with children. She recognises their interest and extends the activities and daily routines into continuous learning experiences to enrich their development. For example, she asks lots of questions about the different colours and shapes in the environment and encourages children to count how many pieces of fruit are in their bowls. As a result, children are making significant progress across prime and specific areas of learning and development.

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

There is plenty of space and resources available in the conservatory and relaxing and comfy chairs in the living room for quieter activities. The dining space is used well for creative activities or for older children after school and facilities are organised well for children who need to sleep. The childminder ensures the environment and resources are safe and suitable. She conducts effective checks as she sets out the resources ready for children before they arrive or rotates to maintain interest. Children appear at home in their surroundings and are becoming more aware of their safety as they help to tidy away when they have finished. This practice supports the childminder's clear risk assessments and ensures children are developing skills to help manage the safety of their environment. Children are beginning to show some independence as they choose what they would like to do, although, at times they rely on the childminder to lead their play rather than initiating activities themselves. Furthermore, there is room to increase the natural and novel resources, in order to entice children to explore their environment using their senses and encourage curiosity.

The childminder meets children's individual needs very effectively. She gathers relevant information from parents about routines and preferences and ensures these are implemented well to meet the needs of children. Light snacks and healthy meals are prepared quickly so that the childminder does not spend time away from children in the kitchen. Fresh water and individual drinks are always available and the childminder encourages children to try healthy options, such as yoghurts and a selection of fruit. In all weathers children enjoy fresh air and exercise through activities outside. For example, they enjoy walks in the local environment and use the garden or visit parks to run around and play on a good variety of age and stage appropriate equipment. In addition to this, they go to varied groups and sessions throughout the week, in order to access experiences on a greater scale. These opportunities also help children to mix with larger numbers of children and to understand the need to cooperate in structured activities. Therefore, children are developing the skills needed to support the next stage in their learning, preparing them for their movements both within the setting and to other settings and on to school.

Children develop warm relationships and secure bonds with the childminder, turning to her for reassurance and comfort when needed. The childminder is a good role model. She uses consistent methods and age and stage appropriate explanations provide children with a clear understanding of acceptable behaviour. Children learn through gentle reminders during play and effective distraction techniques promote good sharing of favourite toys. The childminder provides some lovely activities and resources to promote children's knowledge of different cultures, backgrounds and abilities. For example, varied resources, such as, play people, dolls and books are readily available and creative activities explore a range of special events like Chinese New Year and Christmas. This ensures that all children are made aware of and have value for diversity.

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

The childminder has good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The childminder is confident in how to deal with any safeguarding concerns in an appropriate and timely manner. Her policy is informative and includes all contact details and referral information if required. She is fully aware of her responsibilities and shares this with parents at initial visits. In addition to this, she ensures her policies and procedures are updated and shared effectively with parents. Furthermore, the childminder constantly reappraises the environment to ensure that it remains suitable at all times. As a result, children are well-protected and receive good quality care in a well-organised and safe environment.

There are well-written policies and procedures in place, which the childminder shares effectively with parents. These support the management of her setting and demonstrate a good level of understanding of the safeguarding and welfare requirements. She is aware of the importance of assessing and monitoring the planning and delivery of the educational programmes. For example, she reviews the progress children make and evaluates the activities she provides, to ensure she is doing her best to provide activities which help children to progress well. The childminder is committed to continuing to develop and improve her service. She reflects on her practice and identifies well-targeted priorities for development. This reinforces her desire to continue to improve the opportunities and environment for children's learning and development. The childminder attends events in order to update all required training and regularly meets with other childminders to discuss best practice. She recognises the value of her teaching qualification and experience of working with children and families within a children's centre. These established skills and the more recent childminder training complement and ignite ideas to increase her knowledge further and enrich the opportunities she provides for children.

There are currently no children on roll with special educational needs and/or disabilities, or who speak English as an additional language. The childminder explains how effective communications with parents helps to support children, so that individual care routines and needs are met. She also shows a clear understanding of the importance of sharing information with other professionals. She demonstrates this in the relationships she has with the local school where older minded children attend. The childminder shares relevant information with the teaching staff to ensure that children receive consistent and complementary experiences across settings. She takes care to build relationships with parents and carers and obtain useful information about children. For example, there are initial discussions and records about care routines and likes and dislikes, they complete daily diaries and hold regular discussions about children's progress. This ongoing two-way flow of information with parents is valued and used to ensure children receive continuity in their care and individual needs are met. Parents are very happy with the care provided. They are pleased to share many positive comments for the inspection. For example, written references include comments, such as 'My child loves being here and has settled in extremely well. They are stimulated and thriving...' and 'I am happy and confident that she adheres to my child's routine and that they are well-looked after.' Further references state 'I am pleased with everything the childminder does for my child. She really does go above and beyond and since starting with the childminder my child's development has really taken off. My child is truly blessed to have a childminder who cares so much for her

and makes her so happy.'

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	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	EY465261
Local authority	Solihull
Inspection number	931088
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	3
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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