

Inspection date

Previous inspection date

30/01/2014

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 works patiently and sensitively with children and parents to help children settle when they first attend her setting.
- The childminder has a good understanding of her responsibilities with regard to child protection. Her home is safe and good steps are taken to reduce potential dangers. Children are well safeguarded while in her care.
- The childminder builds warm, close relationships with children and this gives them a strong sense of security.
- The childminder provides a good quality running commentary to children throughout their play activities and routines. This approach has a positive impact on children's communication and language skills.
- The childminder has a good understanding of her responsibilities with regard to child protection. Her home is safe and good steps are taken to reduce potential dangers. Children are well safeguarded while in her care.

It is not yet outstanding because

- There is scope to include more print in the stimulating environment to further extend children's rapidly developing communication, language and literacy skills.

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 positive interaction between minded children and the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector sampled the children's records, observations and assessments made on them by the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and her self-evaluation.
- The inspector looked at documents, such as planning, parent questionnaires and photographs of children undertaking a wide range of activities.

Inspector

Jennifer Turner

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 adult child in a house in the Kings Heath area of Birmingham. The whole of the ground floor, first floor bathroom and the rear garden are used for childminding. The family has a pet cat.

The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder currently has one child on roll in the early years age group and three school-aged children, whom she collects from the local schools. She operates all year round, from 8.15am to 6.15pm, Tuesday 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 educational programme for communication, language and literacy even further by using print in the environment.

Inspection judgements

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

The childminder gathers a range of good information from parents when children first attend her setting, so that she is familiar with children's capabilities, interests and routines. She uses this information well, alongside her own observations; to plan interesting and challenging activities that meet children's individual needs effectively. The childminder has detailed records in children's learning journals to track their progress in all areas of learning and uses her observations, as well as information from parents, to assess children's starting points. She regularly gives verbal and written feedback to parents about children's achievements using daily 'all about my day' sheets. This keeps parents well-informed of their child's progress and daily routines. She has regard for the information they give her about their child's learning and development at home, which enables her to support children. The childminder ensures that the prime and specific areas of learning in the Early Years Foundation Stage are underpinned by effective teaching, which allows children to work towards their future learning and prepare them for school. She focuses on supporting the communication and language, personal, social and emotional skills for younger children, while making sure she covers all areas of learning for older children. However, at present there are no examples of print or signage displayed indoors or outdoors. This means the extension of children's language, communication and literacy skills is sometimes not as well-promoted as possible. The childminder has clear

systems in place to support her in monitoring the progress of children aged two to three years. Overall, children are receiving good support to acquire the necessary skills and make progress in their learning.

The childminder supports children's chosen activities well and her positive interaction and knowledge of how children learn through play enables her to support children's development. She constantly talks to children, supporting their use of new words and baby signing, which increases their vocabulary and makes sure they make good progress in their communication. She praises children when they use new words and makes a note of the words heard. This enables the childminder to make use of the new words used by children to consolidate and extend their learning. Children's interest and excitement is aroused at story times as the childminder uses story props. This good use of props help the stories come to life and helps children make good associations as the story unfolds. As a result, children become confident to express themselves in response to that they see and hear. Children enjoy a good balance of both freely chosen play and organised activities. This means that they can learn how to select their own activities, as well as having opportunities to concentrate on ones led by the childminder. For example, to assess young children's development the childminder plans activities to find out if they understand that things exist, even when out of sight. She shows a baby an object and then hides it under a blanket, observing the child's reaction. She repeats this with a larger object, such as a doll and the child lifts the blanket to find the doll, showing they are developing this skill. The childminder uses good teaching strategies and takes time to help children develop self-control, concentration and thinking skills.

Babies investigate boxes of small world toys and a range of sensory objects in the treasure baskets, which they explore with their mouths and fingers. They move confidently to places in the room where they can pull themselves up to standing with the childminder's encouragement. This supports their development of manipulative and whole body coordination. The childminder uses good teaching strategies and takes time to help children develop self-control, concentration and thinking skills. Mathematical skills are promoted well. Children learn about numbers as they count using the number lines. Older children are supported in learning to tell the time by using the wall clock and on shopping trips children by engaging in counting and learning about money. She encourages them to pay for their purchases and questions children about 'how much do we have?' and 'how much more do we need?' This helps children solve simple number problems. At dinnertime she extends children's mathematic skills by teaching them about size. Children are encouraged to cut a quiche in half, then quarters and she introduces shapes, such as circles and triangles. The childminder provides good opportunities for children to socialise with others in toddler groups, where they meet with children of a similar age. Further activities outside the home broaden their experiences in the wider world and provide opportunities for them to begin to build social interaction and join in a wider range of activities. The childminder plans seasonal activities where children engage with the natural world and begin to learn about life cycles and how to care for living things during the pond dipping activity. Children collect leaves, conkers and other specimens, which help them understand the changing seasons. The childminder continues these activities at home, for example, with art and craft work, such as, collage, painting and making wreaths for Christmas and decorating bat ginger biscuits for Halloween. Teaching is strong and activities offered to children challenge their learning while firming skills already acquired.

For example, babies enjoy playing with coloured balls while learning about colour.

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

The childminder shows high levels of affection towards children, which enables them to feel settled and secure in her care. They show that they have close bonds with her as they approach her and make indications as to what resources they wish to use through pointing, crawling to them and pulling out storage boxes. The childminder has a very caring and gentle manner, which creates a calm and reassuring atmosphere for young children. Children cuddle close to her for reassurance when meeting someone new and return to her for comfort when they awake. The secure bonds children develop with the childminder help them to move between home and the childminder's care with confidence and they separate from their parents happily. The childminder is keen to establish positive relationships with parents and does so successfully through her open engagement and ongoing discussions. She gleans as much information at the start of the placement and is governed by the individual child as to how long settling-in takes, therefore, minimising any upset. Communication sheets are used daily as a means of providing a two-way exchange of information once routines are established. This means that children's individual needs are met well and routines are consistent between the childminder's setting and home. This is echoed by a parent who said they were able to develop a trusting relationship with the childminder from early on in the settling period. This is because the childminder demonstrates a genuine care, consideration and enjoyment for her role, making parents and children feel at home and part of the family.

Children are becoming independent because the childminder encourages them to do things for themselves. For example, when feeding a baby the childminder give a child a spoon and they try to feed themselves while she also uses another spoon to feed them. When it is time for young children to have their nappy changed the childminder consults them by asking their permission first. The childminder asks children if they feel hungry and if they are ready for their lunch. Therefore, children learn to recognise their own individual needs and follow routines that suit them. Children eat healthy snacks and meals provided for them by their parents. The childminder ensure that they have regular fresh air as they play outside or go for walks in the park. This helps to support their healthy development and understanding of the importance of exercise. The childminder ensures that children wash their hands before eating and after using the bathroom and she provides paper towels for hand drying to help reduce the risk of the spread of infection for children.

The childminder is proactive in engaging with staff at local schools in preparation for children's transfer to these. She prepares children for their new adventures through discussion and stories to help alleviate any anxieties they may have. In addition, she prepares children by taking them to local groups, so they develop social skills, as well as dressing and undressing self-care skills. The childminder is a good role model and she approaches behaviour management in a calm and consistent way. Children are given positive praise and recognition for their efforts and achievements, with older children having a reward chart and younger children lots of verbal praise. The fire drill is practised and older children are reminded about road safety as they go out and about and walk to

and from school. This helps them to develop a sense of responsibility for their own well-being, as well as helping them to understand how to respond in an emergency.

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

The childminder has made a very positive start to her childminding career and has a secure knowledge and understanding of the learning and development and the safeguarding and welfare requirements. Children are effectively safeguarded in the childminder's care. She has a secure knowledge of signs and symptoms of abuse and is clear about the procedures to follow in the event of any concerns. She has undertaken safeguarding training through the local authority to ensure she has the most up to date information. Suitability checks are completed for adults living in the home. This ensures anyone having access to children are suitable. The childminder implements thorough procedures to ensure children are safe, both inside and outside of the home. Risk assessments are updated and the childminder's practice revised accordingly. Written documentation provides a clear picture of the childminder's practice. This is shared with parents so that they are aware of the childminder's responsibilities in promoting children's health, safety and well-being and ensures visitors sign in and out when they arrive and leave the house.

The childminder recognises the importance of improving her service and has plans to develop her self-assessment system. She has identified areas for improvement and uses questionnaires with parents to gauge their views about her provision. She has established very warm, yet professional relationships with parents. She liaises with them at the start of the placement, gathering information to find out what children like and enjoy, so that she can build on this and capitalise on their interests. She welcomes parents continuing input through verbal exchange and written comments in children's communication books. Parents speak highly of the service provided. Comments, such as 'we are just so happy to have you looking our child. In fact, it's not like they are just 'looked after', but rather that they are having another important person in their life, enabling them to have new and different experiences'. 'I appreciate how you adapt your care to meet their changing needs at an age where they develop so much'. 'I feel the quality of care is outstanding and believe my child enjoys being with you.' This demonstrates parents' utmost satisfaction in the childminder's service. As a result, parents feel reassured and confident in the quality of care provided. Partnerships with other agencies and professionals, such as children's centres and schools are quickly established should the need arise, therefore, ensuring that all children receive the support they require to promote their all-round welfare and development. She obtains copies of the schools newsletters and information about topics, so she is able to supplement children's learning.

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	EY463290
Local authority	Birmingham
Inspection number	931048
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	3
Number of children on roll	1
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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