

Inspection date	06/01/2014
Previous inspection date	10/05/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are very happy and enjoy their time at this very welcoming setting where they are motivated and very keen to join in the excellent range of activities and experiences provided. Children's curiosity is nurtured by the childminder and this helps them make significant gains in their learning.
- The childminder has a very secure knowledge of how children learn through play, and places an excellent focus on children's individual learning needs. She uses her skills in observation and assessment to plan an extensive range of activities to support children's interests and individual next steps in learning.
- The childminder works exceptionally well with parents from the outset. This ensures children's individual needs are very closely monitored. Children feel extremely safe and comfortable with the childminder who establishes very warm, affectionate bonds with the children. This results in children feeling settled and secure while in her care.
- The childminder has a very good understanding of how to promote the health and safety of children in her care. She has an excellent knowledge of child protection procedures and how to keep children safe. The childminder conducts regular risk assessments to ensure risks to children are minimised in all areas of the premises, and during outings.
- There are highly successful systems in place to evaluate and monitor all aspects of the provision and inform continuous improvement. The childminder has close links with other early years providers, and attends regular training to further enhance her skills and knowledge, and consolidate her practice.

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 conducted a tour of the premises during the inspection.
- The inspector held discussions with the childminder, and talked to children during the inspection.
- The inspector observed a range of indoor learning activities, and children having their lunchtime meal.
- The inspector looked at children's assessment records, evidence of the suitability of adults living on the premises, a selection of policies and children's records.
- The inspector looked at the childminder's self-evaluation form and parent questionnaires.

Inspector

Jacqueline Nation

Full report

Information about the setting

The childminder was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her partner, one adult child and one child aged nine years in Kingstanding, Birmingham. The whole ground floor of the house is used for childminding. First floor rooms are not used except for the bathroom. There is an enclosed garden available for outdoor play. The family has a dog.

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 collects children from the local schools and nurseries. There are currently seven children on roll, two of whom are in the early years age group. Children attend on various days. The childminder operates from 7am to 6pm, Monday to Friday, all year round, except for Bank Holidays and family holiday. The childminder provides funded early education for two-, three- and four-year-olds. She holds a recognised early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the existing resources to further support children's make believe play and imagination through role play, for example by extending the resources for dressing up.

Inspection judgements

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

Children thoroughly enjoy their time in the childminder's care. They are extremely comfortable in this welcoming and friendly home environment where they make outstanding progress in their learning and development. The childminder has an excellent understanding of how children learn, and how to engage children in their learning by nurturing their interests and having fun. She knows the children well and uses her observations very accurately to plan their next steps in learning. Children's progress is regularly reviewed and discussed with parents and any gaps in learning are identified and planned for. Children develop their own play very well and freely access the resources available in both rooms and become engrossed in activities of their choice. The childminder makes sure that the learning environment is adjusted and relevant to the children's changing interests and needs. The childminder has a very good knowledge of each child's starting points in their learning through her excellent partnerships with parents and carers. This helps the childminder to have a very clear focus on children's

individual needs, their current skills and abilities, and a sharp focus on their next steps in learning. Children's learning and development profiles, and development summary documents are shared with parents, and give them a very clear overview of their child's progress. The childminder very much values the views of parents and actively encourages their involvement in their child's learning at home; they work well together to help children make the best possible progress.

Children's communication and language skills are rapidly enhanced because the childminder consistently interacts with them as they play. There are very good opportunities for children to develop a love of books, and a range of educational posters are displayed to support children's learning. Children's early writing skills develop extremely well. They use a range of mark-making resources such as sketch pads where they can quickly erase their marks, paint, pencils and crayons. Children independently select and look through books and they enjoy story time and singing. The childminder very successfully fosters children's thinking and learning by asking them open-ended questions to extend their vocabulary and prompt a response. The childminder builds on children's communication skills and explains everything very clearly to them. She extends their language by adding another word to what they have said, for example, by introducing a colour or quantity to the discussion. The childminder skilfully joins in children's play. She encourages them to keep trying, and persist during activities. For example by supporting them as they try to complete a puzzle, by showing them how to fit a track together, and explaining how to make the car move forward by pulling the cord. This, together with positive role modelling shows that the quality of teaching is very good. Consequently, children develop the characteristics of effective early learners, and this prepares them extremely well for the next stage in their learning.

Children's understanding of the world around them is fostered extremely well. They learn about features of the local environment and visit stay and play groups, the library and the park. These outings effectively help build on children's social skills and confidence, and contribute to their physical development. Children are very successfully helped to understand about differences in society through a wide range of activities. They learn about various festivals, different traditions, and cultures and they take part in food tasting activities. Children use resources reflecting positive images of culture and disability, and develop an awareness of the needs of others by taking part in local and national fund raising events. Children enjoy the time spent in the garden and take part in a wide range of activities. They learn about the natural world as they hunt for bugs using magnifying glasses, play in sand and water to learn about volume and capacity, and enjoy planting and growing activities. Children's imagination is allowed to flourish through a range of art and craft activities, small world play and role play. Children like cutting and sticking activities and pretend to make 'cups of tea'. However, there is scope to further support children's make believe play and imagination through role play, by extending resources for dressing up. Transition arrangements for the children's next phase in learning are very well supported through valuable links with other providers, local nurseries and schools. Overall, children develop excellent skills to support their future learning.

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

Children are warmly welcomed into this very nurturing and caring family home. They settle very well and show through their play and interactions with the childminder that they are happy and feel extremely secure. The childminder is very attentive to children's individual needs; she gives them plenty of time and space to play at their own pace. The childminder works very closely with parents and provides a flexible service placing a strong focus on settling-in procedures. This also supports children's very successful and smooth transition from home into the childminder's care. As a result, children develop great confidence in their surroundings, feel reassured and thrive in her care. The childminder has established partnerships with other providers, such as, schools and nurseries children attend, to ensure they fully benefit at a time of change through consistency in their care and learning experiences. This ensures very positive outcomes for children's learning and development and well-being. There are excellent partnerships with parents and carers. The childminder communicates very effectively with them. Parents are provided with detailed information each day about their child's care routines and learning activities, this information is recorded in a daily diary.

Inclusive practice is very successful and all children and their families are valued and respected. The childminder's patient and sensitive response to children's individual needs ensures all children develop the skills to they need to support them in the next phase of learning. Very good consideration is given to ensure children understand the needs of others, particularly when children have additional needs to ensure they are fully included in the setting. Following a training event the childminder purchased additional resources which she used with the children to help them understand what it is like to have a disability. The childminder has a good knowledge of how to support children with English as an additional language, to ensure their needs are met while in her care. The childminder fully understands the importance of liaising with other professionals where children may need additional support. This helps all children achieve well.

Children's welfare and well-being is given excellent consideration and children's safety is considered a priority. Care routines and practices are given extremely thoughtful consideration. The childminder talks to the children about what she is doing and they become familiar with the daily routine. The childminder provides quiet times during the day to ensure children have time to rest or sleep according to their needs. Children do extremely well in developing their personal and independence skills. They understand about washing their hands before eating, and are encouraged to help in the preparation of healthy and nutritious sandwiches and snacks. Very useful information is displayed for parents following training events, such as the promotion of children's oral health, and information linked to campaigns, such as healthy eating and keeping active. Children are active and benefit from playing in the garden and benefit from the fresh air. Trips to local parks provide children with opportunities to use more challenging equipment to further enhance their physical skills and confidence.

Children's behaviour is very good and the childminder sets clear and realistic boundaries. The childminder is a positive role model, she is patient and attentive. She encourages children to be kind, learn to share and take turns, to develop a sense of right and wrong.

Children form close bonds with the other children, and the childminder's family. Children demonstrate they are developing very good skills to keep themselves safe, and they move around the childminder's home very confidently and safely. The childminder talks to children about trip hazards and making space for toys in the room, and road safety while on outings.

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

The childminder fulfils her responsibility in meeting the requirements of the Early Years Foundation Stage. She has an excellent understanding of the safeguarding and welfare requirements and the action to take in the event of a concern about a child in her care. The childminder is extremely confident in her ability to record and refer any children protection issues. Robust vetting procedures for household members are in place to ensure their suitability. Comprehensive policies and procedures are shared with parents, and this means they are very well informed about how the provision operates. The childminder demonstrates an excellent commitment to improving her provision to benefit children through the use of self-evaluation and reflective practice. She has a very clear idea of her strengths and areas for development and regularly attends training to improve her provision, and her knowledge and understanding of early years practice issues. The childminder works closely with the local authority to improve her provision and ensure continuous improvement. She thoroughly embraces training opportunities to further enhance her skills and knowledge, and improve her practice to benefit children.

Partnership with parents and carers are excellent, and they are encouraged to be involved at all levels. Parents are provided with a comprehensive range of information, including a wide range of policies and procedures. Information is provided about the learning and development requirements and the areas of learning during the setting-in sessions. This provides a useful guide for parents to support their child's learning at home. Parents views are sought through the use of a questionnaire, and they are clearly very happy with the provision and the progress their children make. The childminder has a very clear understanding of the importance of working in partnerships with other agencies. This ensures appropriate intervention for children who may have special educational needs and/or disabilities. Close and very successful links have also been established with other early years providers, local nurseries and schools to ensure very effective continuity of children's care and learning. This provides children with good support when they move forward to their next phase of learning.

All children benefit from high levels of care because the childminder places a high level of commitment to promoting children's safety and well-being. She provides a safe and secure environment and access to the premises is closely monitored. Visitors are required to show identification documents and sign the visitor's book. Children are supervised very effectively at all times. Risk assessments are regularly updated to reflect any changes within the home or on outings that may have an impact on the children. For example they are very clearly documented to ensure children's safety while walking to and from school.

The childminder has an excellent knowledge and understanding of the learning and

development requirements and how children learn. She ensures children's progress and development is monitored very effectively. Through her effective use of observations she is able to quickly identify any issues or concerns linked to children's learning and development. She works very closely with parents to ensure children achieve well. Children access a wide range of resources and very good quality learning activities and experiences. This helps them to develop highly positive attitudes to learning. The childminder evaluates and reflects on the effectiveness of her teaching, and on children's learning experiences to ensure they make excellent progress in readiness for school. As a result, children develop outstanding skills for the future, and are ready and very well-prepared for their next stages in learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY369027
Local authority	Birmingham
Inspection number	945265
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	10/05/2013
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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