

<b>Inspection date</b>	14/01/2014
Previous inspection date	17/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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**

- The childminder provides a wide range of activities, such as role play, to help develop children's communication skills. Children who speak English as an additional language are well supported as they extend their vocabulary in the childminder's home.
- The childminder plans a good range of play opportunities to support positive behaviour. This helps to support children's emotional development and prepare them for their future learning.
- Children form good attachments with the childminder and her assistants. They receive one-to-one attention, which helps children to feel safe and secure and also supports their transition from home into the setting.
- The childminder provides a wide range of healthy snacks and meals which meet children's individual dietary and cultural requirements. They develop good self-help skills as they feed themselves with appropriate cutlery.

### **It is not yet outstanding because**

- There is scope to enhance children's physical development and decision making skills by providing them with more opportunity to move freely between the indoor and outdoor areas.
- Children's critical thinking skills are not fully enhanced because the childminder and her assistants do not always allow them enough time to think about and respond to questions.

## 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 childminder engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector held discussions with the childminder, her two assistants and the children.
- The inspector looked at children's learning journals, documentation, the self-evaluation form and a selection of policies and procedures.
- The inspector looked at a selection of policies, children's assessments records, risk assessments and children's records.
- The inspector looked at other areas of the home, including the kitchen, playroom, back lounge and the log cabin in the garden.

## Inspector

Kashma Patel

## Full report

### Information about the setting

The childminder was registered in 2003. She lives with her husband and three children aged 15, 17 and 20 in Harborne, Birmingham. The childminder works with two assistants. The whole of the ground floor of the childminder's house is used for childminding along with a large lodge at the bottom of her garden. She operates all year round from 7am to 6.30pm Monday to Friday, except for family holidays. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She attends various toddler groups and visits the local shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently nine children on roll, four of whom are in the early years age group. Children attend for a variety of sessions. The childminder provides funded early education for three-year-old children. The childminder supports children who speak English as an additional language. She has a qualification at level 3 and 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 opportunities for children to move freely between indoors and outdoors to further enhance their decision making skills and physical skills and control
  
- support children's critical thinking skills with better effect, for example, by giving children more time to think about and respond to questions before asking more questions.

### Inspection judgements

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

The childminder makes good use of appropriate guidance to help track children's development accurately to ensure they continue to make good progress. Accurate observations and assessments help to identify what children need to do next as well as any gaps in their learning. Planning is effective and takes into consideration children's interests and their learning needs. This precise planning and observation ensures children continue to make good progress in their learning. The childminder ensures children receive good levels of individual attention through the deployment of two assistants. Effective teaching methods, such as open-ended questions, one-to-one interaction and working in small groups, help children acquire new skills to help them prepare for the next

stage in their learning. For example, children all paint a large box together and learn about different shapes as they stick them on the box. This is further extended as the childminder introduces three dimensional shapes to children. However, on some occasions, the childminder does not allow enough time for children to think and respond to questions, which does not fully enhance their critical thinking skills.

The childminder completes the progress check at age two with parents, which helps her to plan for the next stage in children's learning and also to identify areas which require further support. Children develop socially and extend their language skills as they listen and sing songs and rhymes. Younger children learn to form new words as they imitate each other and older children. Role play activities and messy play, such as paint, helps children to express their feelings and enhances their communication skills. The childminder provides good levels of support for children who speak English as an additional language. For example, she greets children in their home language, such as Punjabi, which supports and encourages them to speak. Children are further supported through the use of picture cards to help them understand.

The childminder supports and extends children's learning at home. For example, she encourages children to take toys home and talks to parents about shapes children learn with her, which enables them to continue their learning with their parents. Children use a good range of equipment, such as the bicycles, rockers and wheeled toys, promoting their physical development. Children develop their small muscle skills as they confidently and safely use small equipment, such as scissors, which helps children to learn about how things work and helps to develop skills for the future. Although children have access to the outdoor area, there is scope to enhance this further by having more free access to the garden to enable children to continue their learning outside when they wish. Children enjoy role play activities in the log cabin at the bottom of the garden, which supports their imagination.

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

Children develop secure bonds and strong attachments with the childminder and the assistants. This is due to effective settling in procedures and information gathered from parents about children's starting points and individual needs. Parents provide comfort items, such as toys, which reassures and promotes children's security with the childminder. Furthermore, the childminder and her assistant speak to children in their home language, which further helps to reassure them and provides a link to their home. These effective procedures help to support the transition from home. A detailed written policy is in place to support and encourage positive behaviour. The childminder plans a wide range of play opportunities to encourage children to share and take turns. For example, two children use the rocker outside, which encourages them to work together. Effective methods for behaviour management, such as 'time out' and discussions about any unwanted behaviour helps to support their emotional development and consider the needs of other children. Children receive lots of praise and rewards, for good behaviour, which supports their confidence and self-esteem. Procedures to prepare children for school include supporting their independence and self-care skills, such as doing up coats and selecting toys of their choice. This is further extended as children learn how to use

cutlery and write with pencils.

A good range of freshly prepared meals and snacks contribute to a healthy lifestyle and meeting children's individual and cultural dietary needs, such as a halal or vegetarian diet. Children enjoy familiar food, such as 'daal' and 'rice'. The assistants encourage younger children to feed themselves and give them options to use their hands instead of a spoon when eating small pieces of fresh fruit, which promotes their independence. Daily outings in the community mean that children benefit from regular fresh air and exercise. The childminder helps children learn about being safe as they practise and talk about road safety. For example, children learn how to cross the road safely; they know they have to wait for the green man at the light. This means children are beginning to learn about how to take responsibility for their own safety. There is a wide range of toys and equipment, which provides good levels of challenge and interest to support children's learning in all areas. Toys are carefully selected and planned in order to help children progress to the next steps of their learning and development.

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

Children are effectively safeguarded because the childminder and her assistants have a secure knowledge of the possible signs of abuse and the procedures to follow should they have concerns about children in their care. The safeguarding policy is shared with parents so that they understand the childminder's role in protecting children from harm. Detailed risk assessments and daily checks promote children's safety both at home and in the environment. This helps to minimise potential hazards so children are able to play and explore in a safe and secure environment. Furthermore, effective procedures are in place to ensure that both assistants have undergone relevant checks to ensure their suitability and have the necessary experience to care for young children. As a result, children's welfare is promoted as they continue to develop and enjoy learning. Good procedures are in place to keep children safe from persons who may not be vetted. For example, visitors are not left alone with the children and a full record is maintained in relation to all people visiting the home, which further supports children's safety.

Parents receive both written and verbal information, which gives a summary of the activities their children have taken part in, as well as information about their personal care. There are good procedures with other providers who deliver the Early Years Foundation Stage, such as the local school. The childminder ensures there is consistency in children's care and learning. She has introduced a daily communication book to provide a three-way communication between the childminder, parents and the setting, which enables children to continue their learning in her home. Older children read their school books and do their homework, which helps to complement their learning.

Self-evaluation is robust and accurately identifies the strengths and weaknesses of the service. The childminder evaluates her provision with her assistants on a regular basis to support ongoing improvement. For example, the assistants bring in new ideas to support learning, such as more cooking activities to help children learn to share and take turns. Parents request for more group activities further supports children's skills for their future

learning. The childminder works closely with other childminder's and shares good practice, which supports her personal development. This further supports her to acquire the necessary skills and experience to support young children to learn and develop to their full potential.

### **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

<b>Unique reference number</b>	EY263377
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	947109
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17/03/2011
<b>Telephone number</b>	

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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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