

Inspection date

Previous inspection date

11/02/2014

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 promotes learning effectively across all areas. Therefore, children make good progress from their starting points.
- The childminder interacts constantly with children and provides an environment in which they develop an interest in learning.
- Children form strong bonds of attachment and are fully at ease in the care of the childminder. Consequently, their emotional well-being is effectively promoted.
- The welcoming environment and available resources ensure children are happy in the care of the childminder.
- Children are effectively safeguarded because the childminder has a well-developed understanding of procedures to protect them while they are in her care.
- The successful partnerships with parents and other professionals ensure children get the support they need in their learning and care.

It is not yet outstanding because

- There is less outdoor equipment to extend children's developing large muscle skills in the setting.

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 checked evidence of suitability for adults living on the premises and the qualifications of the childminder.
- The inspector held discussions throughout the inspection with the childminder.
- The inspector looked at documents, including children's learning journals.
- The inspector discussed a planned activity with the childminder.
- The inspector observed activities during the inspection.
- The inspector took account of the written feedback from parents.

Inspector

Adelaide Griffith

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 two children aged six and four years in the Great Barr area of Birmingham. The whole of the ground floor, one room on the first floor and the rear garden are used for childminding. The family has gerbils and fish as pets.

The childminder attends a toddler group and takes children to groups at the local children's centre. She visits the shops and local park on a regular basis. She collects children from the local schools. There are currently four children on roll, two of whom are in the early years age group and attend for a variety of sessions. The childminder operates all year round from 7am to 7pm Monday to Friday, except for family holidays.

What the setting needs to do to improve further

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

- improve the range of outdoor equipment that can be used in a variety of ways to further extend children's large muscle development.

Inspection judgements

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

The childminder provides a wide range of interesting activities that promote children's learning effectively. She works around weekly themes and focuses on children's individual needs to ensure they make good progress in their learning. For example, planned activities about caterpillars support children's language skills because the childminder names colours and shapes. Therefore, children learn to recognise these. They also learn to count during play and the childminder provides challenges appropriately by encouraging them to say how many items are shown on a card. She skilfully integrates all areas of learning, for instance, by linking fruits provided for snacks to the pictures on cards. Therefore, children learn that illustrations reflect real objects and they develop a sense of the world around them. The childminder constantly talks to children, resulting in their good understanding of what is said. Consequently, they demonstrate a clear understanding of sizes by correctly pointing to and naming tall buildings and small items. The childminder promotes their listening skills well through nursery rhymes, and both join in with singing, which children enjoy. She knows the children well and understands how to adapt activities according to their stage of development. For instance, for those children who speak well, she focuses on broadening their vocabulary. She then models simple words with other children and this ensures their language skills are developing according to their individual needs. Owing to the stimulating interaction with the childminder,

children develop natural curiosity that promotes their learning well. For example, they point at pictures and ask 'What's that?', receiving prompt explanations that it is a cocoon. This means that children's learning is extended as they take on new information.

The childminder works closely with parents to ensure children have a worthwhile learning experience. A 'getting to know you' form is completed for each child before they start. This means that the childminder has an understanding of their level of development and preferences for play. While children play, the childminder observes what they can do and assesses their development. She then plans activities to promote their learning further and the next steps are consistently addressed to support their progress. A good example of this is the progress check at age two, to which parents have contributed. The childminder consistently discusses children's learning with parents and works with them to promote their development. Daily feedback sheets ensure that parents know the activities children enjoy and the childminder continues with activities they do at home. For instance, she provides a range of sensory experiences, such as foot painting, to build on what children already know.

The childminder prepares children effectively for the next stage in their learning. She takes them to a selection of venues where they learn how to be part of a large group. Therefore, children learn to engage with peers outside the setting and to develop confidence in new environments. The wide selection of interesting resources provide good levels of challenge for children across the areas of learning. They can choose crayons from the available resources to make marks and they develop their creative skills through painting. Children can play with a range of jigsaws that raise their awareness of other cultures. They benefit from many stimulating activities that promote their learning effectively.

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

Children are happy in the setting where they form strong attachments with the childminder. She interacts warmly with children at all times, resulting in firm relationships as she talks and listens to them. The childminder follows practices established in the home, for example, with regard to children's sleeping patterns and other aspects of their care. Consequently, the move from home to the setting is stress free for all children. The childminder encourages a gradual settling-in period for children to ensure they have time to form friendships with those who already attend. Although children are not yet ready for school or nursery, the childminder has clear ideas to prepare them for their transition to other settings. A phased settling-in period is an option, which she believes will help children to make a smooth changeover to a new setting.

Children are well behaved because the childminder uses age-appropriate methods to promote their good behaviour. Therefore, children learn the boundaries of behaviour and respond positively to the childminder. Children are self-assured in her home as they move around to choose from available resources. They are fully at ease because their emotional well-being is effectively promoted. Children clearly learn about healthy lifestyles due to the balanced meals and healthy snacks, which they enjoy. Individual beakers of water are always within reach to encourage children to help themselves. The childminder promotes

children's independence very well through all activities. For instance, they learn to put on shoes with minimal assistance and spontaneously choose umbrellas before stepping outside. Children have opportunities to take sensible risks under supervision as they climb on equipment at playgroups. Their understanding of keeping safe is well promoted during the school run when they walk and learn to wait at the kerb to observe the traffic.

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

The childminder has a good understanding of the requirements to safeguard children. She is clearly informed about the procedures to be followed if she has concerns about children in her care. The childminder has completed a safeguarding course and written policies are available to share with parents. All records required for the smooth running of the setting are available to meet children's individual needs. The childminder maintains her professional development in several ways. For instance, she liaises regularly with other professionals, reads avidly and attends courses. As a result, she extends her clear understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, she provides a high standard of learning for children and completes accurate assessments of their development. She consistently monitors the quality of teaching and adapts activities to promote children's learning more effectively. This reflective approach to her practice is applied throughout all aspects of the setting. For instance, the childminder regularly asks parents for feedback about the service she provides and she asks children if they enjoy activities. Although the childminder provides opportunities for outside play, the available space is supplied with limited large play equipment. Consequently, children cannot always extend their large muscle skills.

The childminder works very well with parents and provides a wide range of information for them. She ensures they receive daily written feedback about their children's experiences and care. Parents comment positively on the information shared and enjoy looking at the daily contact book. They are pleased with the progress their children make and the support they receive from the childminder. The partnership with other professionals is established through regular contacts and support, for example, from the early years consultant. The childminder does not currently care for any children who attend other settings. She is fully aware of the importance of liaising with other early years professionals if necessary, to ensure children receive individual support to promote their learning and care effectively. The childminder provides a welcoming environment in which children make good progress from their starting points.

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	EY463952
Local authority	Birmingham
Inspection number	933297
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
Number of children on roll	4
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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