

Inspection date

Previous inspection date

21/02/2014

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

- Children feel safe and comfortable in this welcoming family home. The childminder establishes warm and affectionate bonds with the children. She helps children to gain confidence and this promotes their sense of belonging and security.
- The childminder has a good understanding of how young children learn and develop. Accessible resources engage children's curiosity, imagination and exploration skills. This results in them making good progress in their learning and development.
- The childminder works well with parents. This means that she is knowledgeable about children's specific needs and makes sure these are closely monitored.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She has a clear understanding of the safeguarding procedures to ensure children's welfare is protected and assured.

It is not yet outstanding because

- There is scope to enhance the information gained from parents about children's starting points in their learning when they first start, to further enhance the assessment process.
- Opportunities for children to further enhance their learning and development during outdoor play are not fully extended.

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.
- The inspector observed the childminder and children engage in a range of indoor learning activities and having their snack and lunchtime meal.
- The inspector looked at a selection of policies, evidence of the suitability of adults living on the premises, and children's development records.

Inspector

Jacqueline Nation

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 one and four years in the Bartley Green area of Birmingham. The whole ground floor of the premises is used for childminding, this includes access to bathroom facilities. Two first floor bedrooms are used for sleep purposes. There is also a bathroom on the first floor. There is an enclosed garden available for outdoor play. The family has a cat.

The childminder visits local parks and playgroups on a regular basis. She is able to collect children from local schools and nurseries. There are currently three children on roll, all of whom are in the early years age range. Children attend on various days. The childminder operates all year round, except for family holidays, from 7am until 6.30pm, Monday to Friday. She is 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:

- obtain information from parents about children's starting points on entry to the provision, to further support the assessment process
- enhance further the outdoor area to enrich opportunities for children to extend their play and learning and to take part in play that embraces all aspects of learning.

Inspection judgements

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

Children are supported successfully in this caring and nurturing home where they are given time and encouragement to explore their environment. The childminder has a good understanding of how children learn and develop, and plans a good range of activities and outings to enhance children's enjoyment. There is a good emphasis on learning through play and children freely access a wide range of resources which arouse their curiosity and exploration skills. This, together with the childminder's skilful interaction with the children as they play, means that they make good progress in their learning. The quality of teaching is good and the childminder is clear about how to support children in becoming effective early learners. The childminder observes children as they play and uses the information gained to plan the next steps in their development. She is clear about how to identify any gaps in children's learning to ensure they move forward in readiness for school. The childminder shares information about the progress children make with parents and keeps a record of children's achievements using individual learning journals. There is

room for the childminder to improve the range of information gained from parents when children first start at the setting. This is with regard to the children's starting points in their learning which can be more detailed so she can further support the assessment process.

The childminder places a good focus on helping young children to acquire skills in the prime areas of learning. She interacts effectively with them to enhance these aspects of their learning and development, and spends much of her time sitting at their level to support their learning and build their confidence. In particular, children's early communication skills are fostered well through good interactions at their level during play and daily routines. The childminder makes sure there is good eye contact as she talks to the children in response to their babbling sounds and emerging words. Books are easily accessible to the children, and the childminder spends time looking at picture books pointing at and naming objects to encourage their language development. Children also like to sing songs which have actions with them, and this helps them to extend their language and have fun. The childminder liaises well with parents and makes links to children's learning at home. This includes introducing a farm set, leading on from children's interests, where they explore different animal names and the sounds they make. Children's physical development is fostered appropriately. Younger children explore the environment with confidence and are able to use toys that they can push around the room to help promote their walking skills. The childminder uses some of the outdoor equipment indoors when the weather is poor, and this means children's physical development is continuously promoted. For example, equipment is available to enable children to develop skills in crawling and climbing. There is scope to improve the outdoor play provision to ensure children are provided with a varied and imaginative range of experiences to further extend their learning and development in the outdoor environment.

Children develop their fine motor skills using crayons to make marks, and they freely access the chalk board in the hallway. A wide range of interactive toys are available which children enjoy investigating in their own time. This helps them to develop early technology skills as they press buttons and wait for the sound effects each toy makes. Counting, number songs, puzzles and shape sorter toys help children develop their problem solving and understanding of shape and space. These activities and resources support children's mathematical skills and help them in their future learning. Good use is made of local community facilities, such as local stay and play groups. This helps to develop children's social skills and confidence as they play alongside their peers. The childminder helps children to learn about diversity and the wider society. Children play with toys and resources that reflect positive images and they take part in activities to help them understand about different festivals and celebrations, such as Chinese New Year. The childminder works well with parents. She recognises the importance of working closely with other providers to ensure children's continuity in care and learning. This also means that children have a smooth transition between settings.

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

Children build strong bonds and secure attachments with the childminder. This ensures they are happy and settled in this welcoming home. The childminder tunes in sensitively to

young children's needs. She stays close by to help them feel safe by providing warm and consistent care. Settling-in procedures are effective and well thought out. The childminder gives good consideration to meeting each child's needs to ensure they become familiar with her and the setting before she introduces them to outings and visits to local playgroups. This ensures individual children's well-being is fostered appropriately. During care routines, the childminder talks to the children about what she is doing, and this supports their understanding of language and helps them to link words with actions. Parents are provided with feedback each day on their child's care routines, activities and achievements. This ensures continuity in care and supports a smooth transition from home.

Good behaviour is promoted. The childminder has a positive and consistent approach which is based on children's level of understanding and maturity. Children are praised in their achievements and are helped to learn about sharing and taking turns. This is planned through activities where children learn to consider others. The childminder helps to understand about keeping themselves safe through their play and interactions. Children become involved in practising the emergency evacuation procedures and learn about road safety while on outings.

This is an inclusive setting where the childminder promotes children's confidence and independence skills. She has strategies in place to support the successful inclusion of children with special educational needs and/or disabilities or who speak English as an additional language. She is also keen to share her own linguistic skills with the children as they learn some words in French. There are good partnerships with parents and carers. The childminder communicates thoughtfully and effectively with them. Parents are provided with a comprehensive range of information during the settling-in visits. The childminder is clear about working in partnership with other agencies and professionals to ensure children are supported in their learning and development. She recognises the importance of smooth transition arrangements when children move onto the next phase in their learning. She has established links with local schools in order to support children's learning and development needs, and provide continuity of care.

The childminder works closely with parents to meet children's daily dietary needs and any specific requirements. A healthy lifestyle is encouraged and children are provided with nutritious meals and snacks. Children keep active through their visits to local groups where they have plenty of space to move around, and outings to local parks. Children are able to rest and sleep according to their individual needs. The risk of cross-infection is minimised because the premises are clean and well maintained. Good procedures are in place with regard to nappy changing, and the childminder has implemented the knowledge gained from training to embed effective food safety procedures. Children's safety is considered a priority and they are supervised well at all times. Children play with equipment appropriate to their age and stage of development, and toys and resources are maintained in a good, safe and clean condition.

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

The childminder fulfils her responsibility in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. She demonstrates a clear commitment to keeping children safe and fully understands what to do in the event of a safeguarding concern. Risk assessments ensure children are cared for in a safe and secure environment. The use of safety equipment around the home also helps to minimise potential risks to children. Policy and procedures are shared with parents; this ensures they understand about how the provision operates, and the childminder's responsibilities regarding children's welfare and safety. All of the required documents are in place, including parental consents and recording procedures for accidents and medication. This ensures children's welfare and well-being are secure.

The childminder is committed to developing her provision to benefit the children in her care. She implements the knowledge gained by undertaking training, such as enhancing equality within the setting, particularly around promoting gender equality with the children. The childminder has conducted an evaluation of her provision and identified clear and realistic targets for future improvement. She approaches her role with enthusiasm, keeps herself up to date with changes in the early years field and works with the local authority to improve practice.

The childminder has a good knowledge and understanding of the learning and development requirements. She plans an educational programme that covers all aspects of children's learning and development with a strong focus on the prime areas of learning for the youngest children. The organisation of the environment supports and encourages children to try new things for themselves and develop positive attitudes to learning. The childminder closely monitors children's achievements to ensure they make good progress across all aspects of their learning. The support given to children prepares them for their transition as they move on to their next stage of learning and to school. Partnership arrangements with parents, external agencies and other settings work well. This ensures that children's needs are met, there is continuity in children's care and learning, and children with special educational needs and/or disabilities are supported successfully.

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	EY466728
Local authority	Birmingham
Inspection number	933316
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	4
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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