

Inspection date

Previous inspection date

07/03/2014

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

- Teaching is good as the childminder has a thorough understanding of how children learn through play. Children make good progress as a result of well-planned activities and focused assessments.
- Children are safe because they are very well supervised and the childminder implements effective policies and procedures that effectively underpin children's safety and welfare.
- There is good sharing of information with parents so that they are involved in children's learning and children's needs are well met.
- Children are very happy and secure and they learn to be independent as they gain confidence through praise and encouragement from the childminder.
- The childminder monitors and evaluates her provision well so that there is continuous improvement in children's learning experiences.

It is not yet outstanding because

- There is further scope for children to explore a wider range of textures, media and materials in their exploration of natural and made objects.

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 children engaged in a range of learning activities, play and daily care routines with the childminder.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector looked at and discussed the childminder's self-evaluation process and improvement plans.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of the views of parents and carers and children, including recent letters from parents containing their comments on the provision.

Inspector

Catherine Sharkey

Full report

Information about the setting

The childminder was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives in the Sparkhill area of Birmingham with her husband and three children, aged nine, eight and two years. Children play in a designated playroom on the ground floor. A ground floor bathroom and dining area of the kitchen are also used. The childminder is open all year round, from 7am to 6pm, Monday to Friday. There is an enclosed garden for outdoor play. The childminder attends local playgroups, visits the shops and park on a regular basis and collects children from the local schools and pre-schools. There is currently one child on roll, who is in the early years age group and attends for a variety of sessions. The childminder is a member of the Professional Association for Childminding 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:

- ensure children experience further exploration of a wide range of textures, media and materials, in order to express themselves and to investigate different natural and made objects.

Inspection judgements

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

The childminder plans the main activities she will set out for children and adapts these according to how children learn or what they may prefer to do on a particular day. She gets to know them well through her observations and the information she obtains from parents. The childminder makes an initial assessment of each child when they start, so that she knows what they can already do. This means she can plan effective next steps in their learning and build on their progress through their daily activities. She shares information with parents each day so that they are well-informed about their children's progress and the activities they take part in. The childminder encourages and guides them on how best to support children at home, so that parents are involved in their learning and contribute to their progress records. The childminder records her observations and assessments and measures children's progress so that she identifies any gaps in learning. She has a very good knowledge of how to support children's learning through play and she meets children's needs very well, as they lead their play and follow their own interests. This means they are interested and enthusiastic in their learning.

Young children show an interest in books, as the childminder looks at a selection with them. Children point to the pictures and name some of them as they associate them with their own experiences. For example, a child says 'bag' and 'ball' when they look at books about shopping and toys. They talk about the ball they played with earlier and the

childminder develops children's language very well, as she extends their vocabulary and helps them to understand the concepts of 'yours' and 'mine.' She reinforces this later and a young child shows understanding by holding a book close to her as she smiles and says 'mine' to the childminder. This achievement is recorded to add to the child's progress records and shared with parents later in the day. Children are imaginative as they pretend to look after 'babies' and tuck the dolls up in the pushchair to sleep. They pretend to make tea and have a picnic with the tea set and the childminder encourages them to pretend to cook. She names the objects, such as 'spoon' and 'cup' so that children can repeat the words.

The childminder takes children to visit the shops, the park and the city farm so that they explore their environment and learn about animals and nature. They develop their physical skills well as they play on the equipment in the childminder's garden, throwing and catching balls and use wheeled toys. Children use a range of media with which they make marks and learn early writing skills and they have some experience of painting. However, they do not explore a wide enough range of textures or materials, such as sand, cornflour and water or pasta. They enjoy playing in the water, especially when there are bubbles in it, but young children are reluctant to investigate other substances or have paint on their hands. The childminder is planning new activities to introduce children to this gradually. Children are well-prepared for the next stage in their learning, as the childminder takes many opportunities to teach them to count and become familiar with letters and print. Young children enjoy listening to music and dancing. They move their whole bodies in time to music and are alert and active.

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

Children form close bonds with the childminder, as she is very caring and obtains detailed information from parents about their routines, likes and dislikes. The childminder speaks to parents each day, so she is well-informed about children's well-being. This means she meets their individual needs very well and children feel a sense of security as they make the transition from their parents to the childminder's care. She works closely with parents to give children consistency in their self-care routines so that they feel secure. For example, if children are unhappy at bath time, the childminder engages them in play with a doll's bath set. Children bath the doll and play in the bubbles. She guides parents on adding bubbles to children's baths and distracting them with ducks and other toys. This helps children to overcome their fears and enjoy bath times.

The childminder provides healthy meals and snacks for children. They choose from a range of fruits at snack time and have their own water cups throughout the day. The childminder eats with them to encourage them to try new foods and she ensures that they have good manners while eating. Children manage their cutlery well and are pleased when they wipe their hands, mouths and noses themselves, as they are learning to be independent in their self-care. Children are confident in their choice of toys and activities and their behaviour is very good. They really enjoy playing with the childminder and are very calm and settled in her care. They are frequently praised by the childminder, as she encourages and challenges them in their play. This means they gain confidence and good

self-esteem.

Children learn to manage risks safely as they play on the swings and with the other equipment in the garden. They enjoy tidying the toys away, as the childminder makes this fun and part of their learning, for example, as they count how many toys they put in the box.

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

The childminder's house and garden are very secure and she supervises children closely so that they are safe. She implements an effective safeguarding policy and has a good understanding of child protection, as she has attended recent training courses about this. The childminder carries out a thorough, daily risk assessment of the premises to ensure that there are no potential hazards for children. She keeps a fire blanket and first aid kit within easy reach and is trained in paediatric first aid. The childminder practises monthly fire drills with children and keeps them safe when they go on outings.

There is effective monitoring of the provision, as the childminder reflects on and evaluates her teaching and planning. She works with other local childminders and a local authority early years advisor, which assists her in measuring the effectiveness of her practice. The childminder invites the views of parents and observes how young children enjoy the activities she provides. This means she strives for continuous improvement and is very well-motivated in working to improve children's learning experiences. The childminder attends regular training courses, in order to shape her professional development. She carries out research into good childcare practice and keeps up to date with current legislation through her membership of the Professional Association for Childminding and Early Years.

The childminder has links with local schools and playgroups and meets other childminders on a regular basis so that she engages in mutual support. They share ideas and best practice and work together to identify and address improvements in their provision. She has no need to work with a wide range of other professionals at present, but she is aware of how to enlist local authority support if specialist help were to be needed to support any children with special educational needs and/or disabilities.

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	EY421405
Local authority	Birmingham
Inspection number	905438
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
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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