

Inspection date	25/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 has a good understanding of the prime and specific areas of learning. She engages fully with children through their play and monitors their development well, so they make good progress.
- Children's confidence, self-esteem and sense of belonging is fostered by the childminder who prioritises their welfare. She gets to know each child well and forms secure attachments with them. This ensures their individual needs are met to a good standard and fosters their emotional security.
- Safeguarding of children is good. Policies and procedures are implemented and as a result, children are protected and kept safe.
- The childminder shows a good commitment to continually developing her service and the experiences for children.

It is not yet outstanding because

- The childminder offers children fewer opportunities to learn through multicultural resources, which slightly reduces their awareness of diversity.

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 activities in the front room and kitchen dining area and the interaction and learning between the childminder and children.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of childminder and her self-evaluation.
- The inspector looked at documentation, including children's records, learning and development information and a selection of policies and procedures.

Inspector

Jennifer Turner

Full report

Information about the setting

The childminder registered in 2013 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She lives with her two children aged five and seven years in the Kings Heath area of Birmingham, close to the local schools and parks. The whole ground floor of the childminder's house is available for childminding and there is an enclosed garden for outdoor play. The childminder is able to take children to and from the local nursery and schools.

There are currently three children on roll, one of whom is in the early years age range and attends part-time. The childminder operates from 8am to 5.30pm, Monday to Friday, all year round with the exception of Bank holidays and family holidays. She is a qualified secondary school teacher and holds a degree in psychology. The childminder 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:

- increase resources that reflect and help children to gain an understanding of different cultures and diversity.

Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. She speaks to parents before children start attending to collect some good information about each child's likes and interests. As a result, children settle quickly into her home because she can provide opportunities that are of interest to children. Her friendly positive teaching methods engage children who are excited to join in and results in them learning while they play. The childminder observes children while they play and uses the observations to identify children's next steps. Children have a learning journal in which she places photographs of children as they engage in activities, along with observations she has made. She regularly gives verbal feedback to parents about children's achievements and also uses the daily diary. This keeps parents well-informed of their children's progress. She has regard for the information they give her about their child's learning and development at home.

The childminder engages very well with children. She joins in with activities, motivating them and encouraging their use of language. She listens to what they say, gives them time to think about their responses and offers plenty of praise. She uses open-ended

questions to develop and extend children's thinking and understanding and builds on their vocabulary by extending their sentences. As a result, children are becoming confident communicators and are able to implement their own ideas in their play. When a young child said 'ball, ball' the childminder replies 'You know where the big ball is, don't you?' and the child takes the childminder to where the ball was. The child tells the childminder 'throw, catch' as they throw the ball. The child kicks the ball and says to the childminder, 'Kick it, throw it' and together they play ball. Children demonstrate increasing levels of concentration as they sit on the floor completing jigsaw puzzles, finding the matching pieces and talking about the animals.

The childminder takes children to local groups where they join in with good quality sessions, such as music and movement activities. As well as complementing the activities provided in her home, this gives children the opportunity of being in larger groups in preparation for when they start school. Books are freely available and children enjoy a quiet time cuddling up for a story. A young child repeatedly asks for another story when the childminder finishes a book, this encourages children to develop a love of literature. For children aged two years, the childminder is aware of how to complete a 'progress check' and shares the results with parents. This enables any intervention needed to be put into place early, for children who are found to be below expected levels of development at this point. The childminder talks to children about the next stages of their learning, such as school or pre-school. This helps prepare them for the changes ahead and allay any anxieties they may have. They become familiar with the school when they collect older children daily.

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

The childminder has formed close bonds with children in her care and knows them and their family well. These attachments are as a result of the childminder's clear settling-in processes and procedures. She supports children in their transitions to ensure that they are emotionally secure and adapt to the new environment, in order that they are ready to learn. She makes sure that children's and parents' needs are met. For example, during the settling-in process, she communicates with parents about children's needs and routines and offers play dates where they whole family can come and familiarise themselves with her and her home. This ensures good transitional arrangements in her setting.

The childminder cares for children in a caring, welcoming home where they have made secure attachments to her and her children. She promotes their confidence through calm interaction and she is a good role model, talking to them calmly, praising their achievements and building on their self-esteem. Children reflect this in their good behaviour. The childminder's home is welcoming and inviting and offers a positive environment for children. She displays children's artwork in the kitchen diner, which gives children a sense of belonging. The childminder provides a good range of resources that are easy to reach to encourage children to select for themselves what they would like to play with. Although, the childminder has a selection of books about different cultures and engages them in some activities, there are fewer resources in place to support this area of learning.

The childminder promotes children's awareness of healthy lifestyles effectively. They have daily exercise through visiting different parks or playing indoors as they throw, catch and kick balls or play in the garden where they use the trampoline, swings and slides. Children clearly know the routine, going to wash their hands before eating. The childminder provides lunch for children respecting their individual dietary requirements, while parents provide snacks. Children are involved as they choose what they would like for lunch and the childminder knows they like tuna in wraps. She ensures children have regular drinks throughout the day. The childminder has an accurate understanding of how to keep children safe and what procedures to follow if she had any concerns about a child. There are effective policies and procedures in place to support her practice and parents are made aware of them. This ensures that they are all fully aware of each other's responsibilities.

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

The childminder's good knowledge of the learning and development and welfare requirements ensures that she successfully promotes children's overall well-being and learning. She undertakes regular monitoring of children and assesses their achievements because she has an accurate understanding of each child's progress. She uses her knowledge and experience as a qualified secondary school teacher to find out children's learning styles. This enables her to plan activities that reflect the interests of the individual child and offer activities that continually support their progress as they learn through their play. There are good risk assessments in place to underpin children's safety whether at home or when visiting venues in the community. For example, she has taken a common sense approach to the use of her garden and due to recent wet weather she identified that, in the short term, it is not safe for children to play in this area. This promotes their safety and welfare effectively.

The childminder has a good understanding of the safeguarding and welfare requirements, which enables her to care for children safely and have regard to their welfare. She has completed training in child protection so she can respond appropriately to any concerns. The childminder is confident in making a referral to the appropriate authorities if she feels children may be at risk of harm or neglect. Her policy explains her responsibilities in detail and outlines the procedures that are followed, so parents can be reassured that their children are consistently well cared for. She is clear about protecting children from adults who may be a potential risk and knows she must notify Ofsted about all significant incidents. The childminder is committed to developing and improving her service and she monitors and evaluates children's experiences, learning and care by seeking the views of parents and children. She uses her self-evaluation form to identify areas for improvement and these are realistic and achievable. She is awaiting the new training directory, in order to access additional training so she can further develop her knowledge.

Partnerships with parents are strong and contribute greatly to children's well-being. The

childminder shares her policies with parents so they are fully aware of the service she offers. Care diaries and daily discussions take place about children's care and welfare, which promotes a consistent approach to meeting children's needs. Parents inform the childminder of their children's needs at the beginning of the placement and regularly discuss their children's learning priorities identified at home and within the setting. Written comments received at the inspection from parents highlight their total satisfaction of the care that their children receive. Parents say 'The childminder is sensitive, kind and fair and her approach ensures children have a stable, safe and loving environment to go after school'. 'The childminder listens to what we have to say about managing my child's difficulties and used our strategies with them and comes up with her own strategies to support him'. Early years children do not currently have any contact with other agencies or daycare settings. However, the childminder is skilled at building close working links at schools and toddler groups during play and learn sessions, in order to provide coherent care.

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	EY457473
Local authority	Birmingham
Inspection number	951330
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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