

Inspection date

Previous inspection date

12/03/2014

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

- The childminder establishes good partnerships with parents. Information is shared on a daily basis about children's learning and development. As a result, parents feel involved in their children's learning and children benefit from continuity of care and learning.
- The childminder plans a good and varied educational programme for the children that links to the children's individual needs. As a result, they make good progress in their learning.
- Children's language development is given good priority as the childminder introduces new vocabulary, speaks clearly and provides a narrative for what children are doing.
- The childminder meets the emotional needs of young children very well and they form secure attachments.

It is not yet outstanding because

- There is scope to develop opportunities to extension children's learning, particularly with regards to investigation and exploration.
- The childminder does not always make the best use of resources and activities that reflect other people and communities, to fully support children's understanding 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 the positive interaction between the minded children and the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector sampled the children's records, observations and assessments made on them by the childminder and photographs of the children undertaking a wide range of activities.
- The inspector checked evidence of suitability and qualifications of the childminder and her self-evaluation.
- The inspector also took account of the views of parents from reference letters seen during the inspection.

Inspector

Jennifer Turner

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 partner and son aged 20 months in a house in the Sheldon area of Birmingham. The whole of the ground floor of the house, first floor rear bedroom and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis.

There are currently three children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Children 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 the range of resources indoors and outdoors so that these can be used in a variety of ways to facilitate children's investigations and explorations skills
- strengthen the opportunities for children to understand and appreciate the diversity of people and communities in the world around them.

Inspection judgements

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

The childminder provides a balanced and varied educational programme based on the children's interests and key next steps. She has organised an interesting learning environment for children in comfortable homely surroundings, where they are able to move around and choose what they play with from low-level cupboards and storage boxes. This helps children to settle quickly and be absorbed in their play at all times. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. The childminder's interaction with the children is positive, supportive and encouraging. Children very much enjoy cuddling up with her, looking at books and playing with finger puppets. The childminder introduces new words and encourages counting and recognition of colours as they play with stackable coloured cups of varying sizes. Children love to sing songs and rhymes while playing with a range of musical instruments and listening to music playing on the television. They learn about different parts of their bodies as they tap their knees or toes and clap their hands. Children are stimulated and interested in what they are doing. They clearly enjoy the childminder's company and laugh as they play and interact

together.

The childminder has established good systems of observation and assessment. She undertakes regular observations of the children and uses photographs and written evidence to show their development. The childminder compiles a scrap book of children's work, showing what they have enjoyed during their time with her. These scrapbooks and children's development documents are regularly shared with parents, helping to make parents feel involved. Furthermore, the childminder provides a daily diary with information about what children have enjoyed each day and their daily routines. This provides ideas for parents of activities which can be continued outside the childminder's home. She confidently uses her knowledge of the Early Years Foundation Stage to show how children are achieving in their overall development. This is then used as a basis to plan activities and identify children next stage of learning to enhance their progress. The childminder communicates with parents consistently so that they are fully informed about their children's development.

The childminder does not have any children within the appropriate age range to carry out the progress check at age two. However, the childminder has a good understanding of how to implement this important written summary of development, when required. The childminder uses some books that encourage children to learn about similarities and differences between themselves and others. However, taken overall, there are missed opportunities for the children to learn about the cultures of others in the community. This means that they are not able to fully develop their understanding of diversity in the multicultural world. In addition, opportunities for children to develop their curiosity to consistently experiment, explore and use their imaginations is not fully exploited. This limits their understanding about the wider world. The childminder values working in partnership with other professionals, providers, parents and grandparents, who are involved in children's lives. The partnership working gives the childminder a full picture of children's stage of development and their interests to enable her to plan complimentary play opportunities at her provision to support their progression. The childminder has made contact with a number of private nurseries, schools and the children's centre in the area to ensure when children are ready for the next stage in their lives; they have a smooth transition to these settings.

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

The childminder has formed strong bonds with children in her care and knows them well. These attachments are underpinned by the childminder's clear settling-in processes and procedures. She is fully committed to supporting 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 the children's and parents' needs are met. For example, during the settling-in process, she communicates with parents about the children's transition to her home and offers play dates where they whole family can come and familiarise themselves with her and her home. She gathers important details and starting points from the parents and together they complete an 'All about me' document, which outlines a full picture of the child. By finding out about care and health needs in advance of them attending, the childminder can tailor care and manage the welfare of

each individual child.

Parental partnerships are good and information about children's learning and development is shared daily in their 'contact book', which is shared between home and the childminder. Daily text messages are also sent to parents to keep them fully informed of their child's day. This gives parents a great sense of security and trust in the childminder's services. This means that the children's welfare is fully supported. The childminder provides a stimulating well-resourced accessible environment for children to learn and develop. She takes the children out to local toddler groups, childminder groups, to the shops and local park, to further expand their experiences. The childminder completes regular risk assessments of her home and the outings she takes children on. She uses these to promote children's safety well, and to quickly identify and minimise potential hazards. Children keep safe and learn what to do in an emergency as they practise fire drills, which the childminder evaluates afterwards. Children's behaviour is good; through positively praising children, the childminder promotes children's confidence and self-esteem. She is a good role model and provides consistent routines. This supports children's understanding of what is acceptable behaviour, such as, sharing and being kind towards each other.

Children health and well-being is very well supported by the childminder, who holds a food safety training. She ensures that the children understand the importance of good hygiene practices and helps young children to clean their hands with wipes before and after eating, to minimise cross infection. Children enjoy sitting together socially at meal times and benefit from healthy meals and snacks of fresh fruits. Indoors they have plenty of opportunities for free movement as the care space is large and safe for them to negotiate freely. Children sleep or nap as wished, normally in a travel cot, in a quiet room upstairs. Children are emotionally prepared for transitions and changes and they become used to sharing the attention of the childminder with other children when attending toddler groups. This forms part of the weekly routine and allows children to develop resilience, and an understanding of acceptable behaviour, as they understand the simple and consistently applied behaviour management strategies.

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

The childminder fully understands and fulfils her responsibilities for the requirements for the Statutory framework of the Early Years Foundation Stage. She keeps a record of visitors to her home and all adults living at the property have been suitably cleared. The childminder effectively keeps children safe and meets the safeguarding and welfare requirements. She has accurate and up-to-date policies and procedures in place, which she reviews regularly. These show that the childminder knows how to meet these requirements in practice. Parents are aware of the policies and see them when the childminder starts to care for their children; in addition, she sends them electronically to parents so they are always available if they wish to view them at a later date.

The childminder has a good understanding of the safeguarding and welfare requirements and of child protection procedures. She provides a safe environment for the children to play and learn in and regularly reflects on safety. This shows that she is aware of possible

dangers to the children. The childminder has attended recent safeguarding training to support her knowledge. She has a safeguarding policy and procedure in place and shares these with parents. The childminder knows to report any concerns she may have to the relevant authorities. Parents have the opportunity to give their views or make suggestions about the childminder's service, through discussions with her and written testimonials. This means that they are involved in giving their ideas as to what care and experiences they would like their children to receive. Parents are very positive about the care the childminder offers, commenting that they are, 'extremely happy with the care my child has received and the great progress she has made whilst in the childminder's care. Her home is always welcoming, clean and well organised'. A parent also said, 'The childminder is a great communicator and has no trouble in gaining children's confidence and, therefore, encouraging good behaviour, kindness and compassion to others, both skills are important.' The childminder uses effective self-evaluation to reflect on her practice and recognise priorities for improvement. For example, she knows that she would like to further develop the way she observes children and tracks their progress. This demonstrates that she is committed to improving her service and is able to see where she would like to make positive changes.

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	EY464997
Local authority	Birmingham
Inspection number	934304
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

