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| Inspection date | 31/03/2014 |
| 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 knowledge of the individual needs and interests of children in her care and plans appropriate and stimulating activities across the seven areas of learning. As a result, children make good progress in their learning.
- The childminder provides a good range of resources which children enjoy and freely choose from. This ensures they are able to make decisions about their learning and how they spend their time.
- Children learn to manage risk in a safe and supportive way as they go out and about in the local area and attend community groups. They develop social skills as they mix with other children and enjoy activities together.
- Safeguarding of children is good. Policies and procedures are implemented and as a result, children are protected and kept safe.

It is not yet outstanding because

- The outdoor learning environment is not as rich or as varied as the indoor learning environment. As a result, there is scope to enhance the learning potential of this part of the childminder's provision to further support the progress children make.

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 minded children and the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the day.
- The inspector sampled children's records, including observations and assessments made on them by the childminder.
- The inspector checked evidence of suitability and qualifications of the childminder and her self-evaluation.
- The inspector looked at documents, such as, planning, parent questionnaires and photographs of children undertaking a wide range of activities.

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 husband and two children, aged eight and 14 years, in a house in the Great Barr area of Birmingham. The childminder works with two co-childminders. The whole of the ground floor is used, which includes the main playroom, conservatory, downstairs toilet and kitchen area. There is an enclosed rear garden for outdoor play. The family has two dogs, three cats and three chickens. The childminding service is called 'Angels and monsters'. The childminder attends various parent and toddler groups and childminding support groups in the local area. She visits the local shops and park on a regular basis. Children are dropped off and collected from the local primary school. There are currently three 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 6pm, Monday to Friday, except bank holidays. She is a member of Professional Association for Childcare and Early Years and receives support from the local authority. The childminder holds a level 3 qualification in early years and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the use of the outdoor provision to give children a greater variety of outdoor experiences.

Inspection judgements

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage and demonstrates good quality teaching skills. She provides a stimulating and engaging learning environment where children independently access a range of toys and play equipment. She knows children well and has an accurate understanding of where they are in their development and of what she needs to do to help them reach the next steps in their learning.

Children's progress is closely monitored through observations and assessments and any gaps in their development are quickly identified through the 'progress check at age two'. This is shared with parents in order that they know how their children are developing and to ensure a consistent approach to supporting children's progress is achieved. She works closely with her co-childminder and provides children with stimulating experiences according to their individual interests and choices. She ensures that children have time for free play activities within the home and takes them on regular outings in the local environment. Each child has a learning journal in which she completes regular written

observations and uses photographs of children engaged in play. Through her observations the childminder identifies children's next steps in learning. She uses these and her good knowledge of children to inform the planning of activities and learning experiences. The childminder holds daily discussions with parents when they bring and collect children so they are up to date about their children's routines and progress. She has regard for the information they give her about their children's learning and development at home. For example, when parents advise that children have taken their first steps she uses this detail to inform the support that she offers to help develop children's emerging skills.

Children learn through active play and exploration outdoors. They use the available equipment to develop their physical skills in the garden and enjoy visits to the local park. However, the childminder has not fully developed the range of resources outside in order to enhance children's development across all areas of learning in the outdoor area. Children's writing skills are supported as they make marks using different coloured pens on the whiteboard, developing their pre-writing skills. The childminder supports children who have special educational needs and/or disabilities and supports their good progress. She uses her knowledge and experience to help develop children's language acquisition. She consistently talks to children about what she is doing and asks them questions to expand on their understanding and formation of words. In addition, children access a good range of books and enjoy listening to stories.

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

The childminder obtains useful background information from parents when children start with her, so that she understands their welfare needs clearly and can maintain routines. Their individual dietary needs and preferences are well-known, with children enjoying healthy and nutritious meals and snacks. They have many opportunities to be physically active and to play outdoors in the fresh air. Such opportunities help children to lead and begin to understand the importance of a healthy lifestyle. Positive and caring relationships have been established with children, which helps them to feel emotionally secure. They behave well and are confident to play happily alongside and with their peers. The childminder and her co-childminders help children become confident with different situations when they try new activities and visit childminder groups. These help children to build their social confidence in preparation for when they attend other care settings, such as pre-school or school.

All areas of the home are well-presented, clean and inviting. The home is well-organised to stimulate children's learning in all areas. The designated playroom is a bright and welcoming space. Toys are accessible to children around the room and they develop independence, choosing what they want to play with. The childminder manages her time well to ensure that all children get plenty of individual attention and learn about the needs of others. Clear and consistent boundaries and high expectations for children's behaviour have been established. As a result, children are learning to share and take turns.

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. Children are learning about staying safe as the childminder reminds them not to climb on chairs and about road safety. The childminder's commitment to safeguarding children promotes their well-being. She ensures that all areas and resources used by children are safe and suitable for their stage of development. Safeguarding training has been undertaken, resulting in the childminder having a clear understanding of her role and the procedures to follow if she were to have a concern about a child in her care.

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

The childminder implements the safeguarding and welfare requirements successfully. She fully understands her responsibilities and monitors her provision carefully to ensure all legal requirements are met. The childminder has a clear and effective knowledge of how to protect children and who to contact if any concerns arise about a child in her care. She has completed training in child protection, so she can respond appropriately to any concerns. Children's safety and welfare is afforded the highest priority by the childminder who ensures that their needs always come first. Safeguarding procedures are readily available; they are informative and help to demonstrate to parents the childminder's role in keeping children safe from harm and what happens if there are concerns.

The childminder reflects on her practice and identifies her strengths and ways in which she can improve her service to children and families. Whenever possible she attends training to enhance her knowledge and skills and this means that children benefit from current childcare practices. The childminder demonstrates a good understanding of the learning and development requirements and monitors the educational programmes to ensure that children are making good progress. Assessments of children are detailed and thorough to ensure any gaps are identified early and to ensure that any such gaps are addressed.

Partnerships with parents are strong and contribute to children's well-being. The childminder shares her policies with parents so they are fully aware of the service she offers. Daily discussions take place about children's care and well-being and are aimed at promoting a consistent approach to meeting children's needs. Partnerships with other providers are developing well to ensure that children receive the support they need. The childminder is fully aware of the services available through external agencies and has confidence to access support if and when required.

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 | EY461893 |
| Local authority | Birmingham |
| Inspection number | 936394 |
| 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 | |

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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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