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| Inspection date | 04/04/2014 |
| Previous inspection date | 15/07/2013 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 4 |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision requires improvement

- The childminder is friendly and welcoming and she recognises the importance of building trusting relationships so that children feel safe and secure.
- The childminder builds positive relationships with parents. They receive regular updates about what their children are doing and the progress they make in their learning.
- The childminder has an appropriate knowledge and understanding of how to safeguard children in her care and keeps children safe within the home and on outings.

It is not yet good because

- The childminder has started to monitor children's progress and identify their next steps in learning but this does not extend far enough in her planning to challenge children's skills and knowledge in all areas of learning.
- Children are not able to make choices from the full range of resources available. Therefore, they are not always able to build on, and extend their own ideas.
- Self-evaluation is not always used effectively to identify areas for development and target future improvement.

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.
- The inspector spoke to the childminder about her routines and observed activities in the rear room.
- The inspector sampled a range of documentation including, policies and procedures, evidence of suitability checks for adults in the household, and children's development records.

Inspector

Jacqueline Nation

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 with her two children aged 13 and 15 years in the Small Heath area of Birmingham. The whole of the ground floor is used for childminding. First floor rooms are not used. The childminder does not use the rear garden for outside play. The childminder attends various groups and activities at the local children's centre. She visits the shops and park on a regular basis. The childminder collects children from local schools and nurseries. There are currently three children on roll, one of whom is in the early years age group. Children attend for a variety of sessions. The childminder operates all year round, from 8am until 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of activities in order to consistently challenge children's skills and knowledge in all areas of learning.

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

- increase the opportunities for children to make choices from the range of resources available so that they can develop and extend their own ideas during play
- develop further self-evaluation, so that future areas for development are identified in order to secure ongoing and continuous improvement.

Inspection judgements

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

Children are content and settled in the childminder's welcoming home. They are supported by the childminder who knows them well and responds to their individual interests. The childminder is developing her knowledge of the Statutory framework for the Early Years Foundation Stage. She has started to carry out observations of children during play and is beginning to use this information to plan for their next steps in learning. However, this does not extend far enough in her planning to challenge children's skills and knowledge in all areas of learning. This means that children's learning is not fully maximised. The childminder provides parents with information about children's progress and achievements

and seeks their views about their children's next steps in learning. The childminder provides parents with a short written summary of their child's development in the prime areas of learning when they are aged between two and three years. This means that any gaps in children's learning can be identified during this stage and activities planned to help children move forward in their learning. The childminder interacts generally well with the children and asks questions to promote their language and thinking skills. The environment and resources are adequate in supporting children's learning and development. However, not all of the resources available are accessible to the children to allow them to initiate and direct their own play and play at their own pace.

Children's mathematical skills are fostered appropriately. Children count, sort and match by colour while playing with the building bricks, older children begin to learn about simple calculation, such as adding numbers together. The childminder introduces some mathematical language during play, this means that children learn about size and quantity, such as, 'big' and 'little' and 'more' and 'less'. Children's literacy skills are fostered appropriately. They like to listen to stories and confidently sing their favourite songs. The childminder encourages older children to describe what they see while looking at books to promote their literacy skills. Children's creativity is supported and they love to draw pictures of their homes and their families. They use their imagination well in role play as they pretend to make dinner and cook chicken to eat. The childminder takes children out and about to local shops, and park which they particularly enjoy. These trips help children gain an awareness of their local community and help them to socialise and interact with others. The childminder encourages children to look at and name the different types of fruit and vegetables in the supermarket and this helps to extend their vocabulary and learning.

The childminder recognises the importance of working in partnerships with parents, carers and other early years settings, such as, the local nursery and school, to support children's continuity in care and learning. She talks to the Reception class teacher at the school to discuss the current theme or topic children are engaged in, and children's interests and activities they enjoy. Children acquire some of the basic skills and attributes they need to support them in the next phase of education.

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

The childminder is friendly and caring and makes children feel safe and comfortable while in her care. She is attentive to their needs and this helps build a trusting relationship, which builds children's confidence and helps them feel emotionally secure. The childminder engages children in discussions about their family and encourages them to talk about their feeling. She works closely with parents to understand children's individual needs and parents' preferences. This helps to provide children with a smooth transition from home into her care. Children have access to a suitable range of resources. However, these are not organised in a way to allow children to fully extend their play and learning, and develop independence.

Children's health and well-being is promoted well. Children eat a range of healthy meals and snacks. The childminder prepares freshly cook meals which children enjoy, such as,

curry, brown rice, roti and chapattis. Children enjoy a range of fresh fruit, such as, kiwi fruit and oranges, drinking water is available and within their reach. Children benefit from trips to the local park where they can run around and be active. They play on equipment that provides a physical challenge and benefit from being in the fresh air. This contributes to their physical development. Children are independent in their self-care and wash their hands at appropriate times to prevent the spread of infection.

Children's behaviour is good and the childminder is a positive role model. The childminder speaks in a calm and respectful manner. She talks to children about sharing, taking turns and playing nicely together. Children are developing an appropriate understanding of safety and how to keep themselves safe. The childminder explains the importance of road safety, such as, holding hands and finding a safe place to cross the road. She has taken positive steps to minimise risks to children in the home. Children enjoy the activities and time they spend with the childminder and this is evident through their interactions and involvement in activities. Children's personal, social and emotional development is supported generally well to build their confidence and self-esteem and support them as they move forward in their learning.

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

The childminder has an appropriate understanding of her responsibilities in meeting the safeguarding and welfare requirements. She demonstrates a sufficient knowledge of safeguarding issues and how to protect the children in her care. She has completed safeguarding training and knows the procedure to follow in the event of a concern about a child in her care. She has the necessary contact numbers for local agencies and has devised a safeguarding policy, which is shared with parents. All the required documents are in place to meet requirements, including the necessary parental consent forms. All adults have Disclosure and Barring Service checks in place to ensure their suitability to be in contact with the children. The childminder understands about minimising risks to children by keeping the premises safe and secure, and supervising children at all times. The childminder practises the fire evacuation procedures with the children and makes sure exit routes are kept clear to enable a swift exit from the premises if necessary.

Since the last inspection and subsequent monitoring visits by Ofsted, the childminder has shown a commitment to improving her provision. She has taken positive steps to improve her understanding of the Early Years Foundation Stage. The childminder meets with the local authority early years consultant to strengthen her knowledge and improve her practice. This has proved beneficial in respect of the learning and development requirements, although this knowledge has yet to be fully embedded in practice to make sure all areas of learning are sufficiently covered and that children make good, rather than satisfactory, progress in their learning and development. Furthermore, the childminder has yet to fully engage in the evaluation of her provision so that she is able to identify areas for development in order to secure ongoing and continuous improvement.

Partnership with parents and carers are successful. Information is regularly shared with parents about children's learning and development and their well-being. Parents are

supported in becoming involved in their child's learning at home, and they work together to look at the next steps in children's learning. The childminder has developed links with other early years providers and this helps to support continuity in children's care and learning and aids a smooth transition into nursery and school. The childminder understands the importance of working in partnership with other agencies should she be caring for children with special educational needs and/or disabilities who may need additional support.

The Childcare Register

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| 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 |
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| 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

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| Unique reference number | EY425115 |
| Local authority | Birmingham |
| Inspection number | 959011 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 15/07/2013 |
| 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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