

Inspection date

10 February 2015

Previous inspection date

4 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder does not have a sufficiently secure knowledge of all areas of learning to plan appropriately for young children's development in the prime areas of learning.
- Assessments are not effective enough or implemented when required, and this means that children do not always receive targeted support to make good progress in their development.
- Monitoring is not sufficiently rigorous because the childminder does not always clarify where changes are needed to improve children's learning experiences.
- Self-evaluation does not take account of weaknesses in order to clearly identify priorities for improvement.

It has the following strengths

- The childminder appropriately promotes children's language skills through all activities, and she provides interesting resources to support children's learning.
- Children are well behaved and they develop good independence skills. Children are confident and they are very happy in the setting.
- The childminder is well informed about her responsibilities to protect children. She attends regular training to refresh her knowledge and understanding of safeguarding procedures.
- There are positive partnerships with parents and other early years providers, ensuring the childminder works jointly with them to address children's needs.

What the setting needs to do to improve further

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

- develop knowledge and understanding of all areas of learning to plan stimulating activities, ensuring there is a focus on the prime areas of learning for younger children
- implement an effective system to assess children's achievements and use information from observations, and about children's interests, more effectively to support their good progress
- carry out the progress check for children aged between two and three years, and provide parents with a summary of their child's development to ensure there is a shared understanding of children's achievements and how to further promote their learning.

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

- review the methods for monitoring planning and assessments to critically evaluate how to effectively make changes that support children's learning
- develop and review the self-evaluation process to identify and prioritise targets for improvements to make changes so that weaknesses are promptly addressed.

Inspection activities

- The inspector had a tour of the premises with the childminder.
- The inspector observed teaching and learning activities in the indoor learning environment.
- The inspector looked at a sample of procedures and children's records.
- The inspector checked the childminder's self-evaluation form.
- The inspector took account of the written feedback from parents.

Inspector

Adelaide Griffith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is inconsistent because the childminder delivers some activities that are very ambitious for children's age and stage of development. At the same time, other activities are suitable and appropriately support children's learning. For example, the childminder plans activities in which she includes recognition of complex shapes, which are far ahead of the basic shapes that children first learn. The childminder constantly talks with children throughout all activities, ensuring their listening, understanding and speaking skills are promoted. However, the childminder does not have a secure understanding of how to focus activities on the prime areas so that these are always planned for in young children's learning. The childminder regularly observes children while they play and she records what they do. However, assessments are not precise and do not always clearly identify children's achievements. The planning of activities to reflect children's next steps in learning is not always appropriate. This does not support children in making good progress.

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

The childminder is well-informed about safeguarding practice and this means she effectively promotes children's welfare. She rigorously follows procedures to ensure children are safe, resulting in good promotion of their well-being. The childminder constantly motivates children and they develop high levels of independence skills. Regular attendance at groups help children to mix with others away from the childminder's setting. Children therefore develop self-confidence in preparation for the next stage in their learning. Children's good health is effectively promoted due to opportunities for daily physical exercise and they learn about healthy choices. The childminder has good resources, such as large posters, which she uses to talk to children about foods that are good for them. Children form strong attachments to the childminder and they demonstrate by their actions that they feel emotionally secure. The childminder frequently gives praise, resulting in children's raised self-esteem, and in turn, their good behaviour.

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

The childminder does not have a sufficiently good understanding of the learning and development requirements. Although she monitors planning and the assessments of children learning, the childminder does not always identify key areas for improvement. There are positive partnerships with parents who are pleased with the support children receive. The childminder maintains a daily flow of information about children's experiences. However, parents are not informed about the progress check for children aged between two and three years. The childminder has not carried out this required assessment to provide feedback about children's achievements. Although the childminder reviews her provision, self-evaluation is not sufficiently rigorous. The childminder has regular discussions with other early years providers where children attend to clarify how to support children's learning.

Setting details

Unique reference number	257202
Local authority	Birmingham
Inspection number	854919
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	4 March 2009
Telephone number	

The childminder was registered in 2001. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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