

Inspection date	02/11/2012
Previous inspection date	18/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children develop confidence, explore their surroundings and make decisions about their play. The childminder offers encouragement and supports their ideas and thinking so that children can make connections in their learning.
- Children use a range of technology resources to see how things work and how they are used for different purposes.
- Children play in a warm, welcoming environment where they feel safe and secure. They are encouraged to develop a 'can do' approach and develop their independence.
- Children benefit from consistent routines and planned activities to develop their understanding of how to stay safe and healthy.
- Self-evaluation is used very effectively to encourage continuous quality improvement and embed good practice, which has a positive impact on children's well-being, learning and development.

It is not yet outstanding because

- There are missed opportunities during role play and in the garden to further promote children's mathematical development.
- Systems to engage parents in the initial assessment of children's starting points on entry are not yet fully developed.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 lounge, dining room, kitchen and garden.
- The inspector spoke with the childminder about her routines and activities with children.
- The inspector engaged with children.
- The inspector looked at policies and procedures including safeguarding, complaints, accidents and risk assessments, the childminder's self-evaluation form and children's learning journals.

Inspector

Sally Smith

Full Report

Information about the setting

The childminder was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband, who works as her co-minder, and their children aged 12, 10 and seven years in Sutton Coldfield, Birmingham. The whole of the premises is used for childcare purposes and there is a fully enclosed garden available for outside play. The premises is accessed via a step to the

front. The family has a pet rabbit. The childminder walks or drives to local nurseries, pre-schools and schools to take and collect children.

The childminder, along with her co-minder, currently has 21 children on roll, eight of whom are in the early years age group and attend for a variety of sessions. The childminding service is open from 7am to 6pm, five days a week, all year round. The childminder holds a National Vocational Qualification at Level 3.

What the setting needs to do to improve further

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

- use all available opportunities to enable children to count and see numbers in their environment to consolidate their mathematical development
- improve systems to engage parents in the initial assessment of children's starting points to accurately plan for children's learning on entry.

Inspection judgements

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

Having fun and enjoying what they are doing is the bedrock of children's learning while in the childminder's care. All children play well together, whether this be collaboratively or independently. They share toys well, sometimes assisted by the childminder through a problem-solving approach. For example, a child says 'the track has broken'. The childminder asks how it can be fixed and the child pauses for a moment before going to the tools and fetching a hammer. Another child joins in with a drill and together they decide 'lots of things need mending'. They then proceed to go round all the rooms repairing other toys and equipment. They work well together, listening to each other's point of view and discussing how they can reach a solution. One child says to the other 'I need help, can you hold this' and the child duly responds. The childminder ensures uninterrupted periods for children's play. However, she is skilful in knowing when to join in and support children's language by commenting on their actions and encouraging them to talk about what they are doing.

While older children are happily engaged, the childminder uses her time to read to younger children. She sits on the floor while children climb on her lap or sit alongside to listen. Children watch the childminder's face intently, hanging on to her every word as she tells a well-known story about a bear hunt. Children follow some of the actions and refrains, giggling and squealing out excitedly at the appropriate time. Together they

discuss what can be seen on the page.

Children regularly take part in physical activities, going for walks to the park and shops. They often select fruit for their snack and when they return, recall what they have bought. Children learn to move their bodies in different ways. For example, they crawl through tunnels and obstacle courses outside and negotiate going over, under, round and through equipment. However, the garden is not used to its full potential, particularly with regards to seeing numbers and labels to develop children's number recognition and counting. Children sing number songs and use laminated money to pay their dues. However, they do not use money in role play situations, such as when playing shops, to develop mathematical concepts, such as addition.

The childminder makes detailed observations and takes photographs to produce learning journals. 'All about me' documentation is completed by parents, providing information about their children's likes and dislikes, although questions are not guaged to determine children's starting points. This impacts on the initial accuracy of plans. However, ongoing assessment is securely based on observations, which inform the childminder's in-depth knowledge of individual children's interests. She uses the 'Development Matters' guidance effectively to identify children's stage of development in relation to the age bands and plan activities that take account of next steps for learning.

Relationships with parents, carers and guardians are friendly and they are made to feel welcome and valued. They speak very highly of the quality and care provided for their children. They comment on the loving, secure, learning environment in which their children thrive and develop into confident and bright individuals. Information is regularly shared with parents through discussions and daily diaries, one parent commenting, 'It makes me feel really involved'. Parents are asked to contribute ideas towards planning and they are invited to identify areas where they would like the childminder to focus. This provides a useful two-way process of communication and helps towards consistency in children's learning and the progress they make.

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

All children benefit from a warm and welcoming environment which helps them to feel settled, safe and happy in their surroundings. Resources are easily accessible which helps to create a positive environment for learning. Children move freely between rooms, transporting toys from one place to another, which enables them to become more involved in their learning and follow their ideas through.

Leading a healthy lifestyle is seen as fundamental to children's learning and this is promoted through daily routines, diet and regular physical play. Children grow vegetables and herbs while also helping to make their own yoghurt. They help to chop and grate fruit of their choice to flavour these, at the same time learning how to handle and use equipment safely. Meals are freshly prepared by the childminder, who cooks most meals from scratch. Children regularly engage in physical activities, whether this is in the garden or further afield in their community. They regularly go for walks to the shops to select fruit for their snacks. Garden equipment has been enhanced through grant funding, providing

children with lots of opportunities to clamber and climb on their pirate ship. Children are encouraged to take responsibility for their own safety through guidance and support provided by the childminder. Prior to every outing, discussions regarding stranger danger and road safety are reinforced so that children learn how to keep safe.

The childminder is aware of the importance of establishing positive links with other practitioners for consistency in children's care and learning. Consultation and regular dialogue with local nurseries ensure that transitions are smooth. Information regarding planning and themes is shared with the childminder so that she can further consolidate children's learning.

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

The childminder has a good understanding of the safeguarding and welfare requirements. Her understanding of child protection is robust. She recognises signs and symptoms of abuse and knows to whom she should report any concerns when necessary. Recent training at management level has further strengthened her understanding. The childminder, along with her co-minder, has devised their own child protection forms for parents, clearly outlining procedures and providing information about the Integrated Access Team and their role in safeguarding children. Thorough risk assessments for all areas of the house, garden and outings ensure that children's safety is seen as a priority. The childminder carries out stringent checks to ensure that the environment in which children play is safe.

Positive links are established with parents to ensure a regular two-way exchange of information. Daily diaries, emails, texting and discussions ensure that parents receive regular reports on their child's care and well-being. Parents have regular access to their child's learning journal, along with updates from the childminder regarding children's progress. They are encouraged to contribute to these and share information regarding children's development at home so that the childminder can plan activities accordingly. However, the systems to engage parents in the initial assessment of children's starting points on entry are not yet fully developed. Parental feedback is regularly obtained regarding the childminding service, and the childminder responds readily to any suggestions for improvement. For example, questionnaires have been re-worded so that they are more user-friendly and a more extensive choice of fruit is available at breakfast time.

The childminder is committed to improving her service and works closely with the local authority to prioritise and target areas for ongoing improvement. There is a clear sense of purpose about what the childminder wants to achieve and how this will benefit children. She recognises further improvement can be made with regard to children's mathematical development. She embraces training enthusiastically and her service is continually evolving. She makes regular improvements to the system she uses to record her observation, planning and assessments. In addition, a guide has been sent to parents as to how they can help and support their child's learning at home. The childminder is very

proactive in keeping up-to-date with current legislation and ensuring that she provides a quality service for children.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY319851
Local authority	Birmingham
Inspection number	820515
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	21
Name of provider	
Date of previous inspection	18/02/2009
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 that are

usually their 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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