

<b>Inspection date</b>	17/07/2013
Previous inspection date	06/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 is satisfactory**

- Children are effectively supported to learn about being kind to each other, share the toys and behave well.
- All basic requirements with regard to welfare and paperwork are in place, and parents are informed of how the setting operates and what their children have been doing. This ensures children's welfare needs are addressed.
- Children's individual routines are respected, helping them feel secure. They enjoy an interesting range of play activities to support their learning and development.

#### **It is not yet good because**

- The childminder does not implement a fully effective observation and assessment process to offer further challenge and extend children's learning and development.
- The childminder has not yet firmly established effective ways of information sharing with other providers of settings children attend to ensure consistency of care and learning takes place.
- The childminder gathers information at induction relating to the child's care needs, rather than what the child can do. Consequently, children's starting points are not known and initial progress cannot be fully monitored.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities outdoors.
- The inspector looked at children's learning journals and a selection of records, policies and procedures.
- The inspector took account of the childminder's self-evaluation form.

## Inspector

Jennifer Turner

## Full Report

### Information about the setting

The childminder was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and adult child in Northfield, Birmingham. There are shops and schools within easy walking distance. The whole of the ground floor, with the exception of the conservatory, and the first floor bathroom are used for childminding purposes. There is an enclosed garden available for outside play. Access to the property is via a sloping driveway and step up into the porch.

There are currently two children in the early years age range on roll. The childminder is a member of the Professional Association for Childcare and Early Years. She attends local toddler and play groups and is able to take and collect children from local schools and pre-schools. The childminder operates all year round from 6.30am to 6.30pm Monday to Friday.

### What the setting needs to do to improve further

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

- improve the use of ongoing observation and assessment to more rigorously track children's progress, and use this information to plan future learning experiences which are fully matched to children's learning needs
- establish ways to improve communication with other settings that children attend, such as nurseries, to ensure information about children's learning and progress is effectively shared to provide continuity and consistency.

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

- provide opportunities at the start of the placement for all parents to advise where their child is at in their learning, by contributing information on what their child can do at home and what their interests are.

## Inspection judgements

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

The childminder has a satisfactory understanding of the Statutory framework for the Early Years Foundation Stage and how to promote the learning and development of children.

She provides a suitable range of resources and play experiences that promote areas of learning. These give children sufficient opportunities to make expected progress in their learning and development. The childminder offers children praise and encouragement during their play, which builds their confidence and self-esteem. They enjoy the warm, positive relationship they have with the childminder, which helps to promote their personal, social and emotional development. The children demonstrate they feel at home, and move around inside and outdoors as they please.

Children happily make choices about their play and they spend the morning playing outdoors, as the childminder takes advantage of the recent good weather. Their physical development is promoted as they access wheeled toys or use the climbing frame and slide. Children enjoy sitting in the sand, feeling the texture between their toes and pouring it from one container to another, or watching it blow in the wind. Children's language is developing well because the childminder talks to them throughout the day about what they are doing. When playing with young children, she uses simple sentences which are connected with their play. For example, 'look at that beautiful butterfly, can you see the colours?' This promotes children's communication skills and extends their developing vocabulary. Children play in the soil digging for worms and insects, using magnifying glass to see them close up. They push prams with dolls and attempt to sit in the small pram or transport dolls around the garden after washing them in the water tray. Children are able to be creative and they access paints, draw and make marks to create large murals. These activities satisfactorily support their preparation for the next stage in their learning and the move to school when the time comes.

The childminder is familiar with the requirements of the progress check at age two, having completed training, and is considering ways to complete it and share it with parents when the time comes. She works in partnership with parents and shares information daily about their child's care routines, activities and achievements. At the start at the placement, parents are asked about their children's care needs; for example, medical history, family background, likes and dislikes. However, the childminder does not clearly establish what each child already knows and can do on entry, in order to plan for their learning. Consequently, she does not fully know the child's starting point. The childminder plans activities around the children's interests, assessing whether they enjoyed the activity, and uses this to plan future learning experiences. She keeps a learning journey for the youngest child, which contains some photographs, basic observations and some next steps. Only photographs in a small diary have been maintained for the older child. However, the next stage of learning is not always identified, and the observation and assessment of children's learning and development lacks rigour. As a result, children's opportunities to acquire and extend their knowledge and skills are not fully effective.

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

Children are offered a gradual settling-in period where they become familiar with the home environment and the childminder's family. The childminder ensures that she follows children's care routines from home for food and sleep because she gathers good information from parents. This helps them to settle well with her and to make a smooth transition into her care. There are some positive methods to encourage children to share

because the childminder gently reminds them about taking turns. Children respond positively to the childminder. They are secure and happy in her care and move freely around the areas available to them. Children behave well and know what is expected of them, because the childminder encourages them to be kind and polite to each other. She helps children develop a sense of responsibility and learn about keeping themselves safe through discussions about the dangers of sand going into their eyes. Children have access to some resources which reflect diversity and acknowledge cultural differences.

The childminder supports children to develop a healthy lifestyle and provides them with a variety of healthy meals and snacks. Children sit down together to eat meals at the table and good manners are encouraged. The childminder gently reminds them to use 'please' and 'thank you' as they choose what they want to drink with their meal. Children also benefit from fresh air and exercise through daily access to the garden, trips to the local park, shops and groups. Children are encouraged to maintain personal hygiene routines, such as hand washing before mealtimes and after using the toilet. Consequently, they are learning suitable lifestyle habits to support their health and physical well-being. Children do not attend if they are unwell, which enables the childminder to protect others from illness.

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

The childminder has a sound understanding of the seven areas of learning. She is beginning to implement suitable systems to observe and assess children's learning and development. Some next steps are highlighted, but not consistently, and therefore the childminder is unable to use these to plan a varied and challenging learning experience for all children. Arrangements for safeguarding children are good. The childminder has a good understanding of the signs and symptoms of abuse and knows who to contact with any concerns, having recently completed safeguarding training. She understands about ensuring all adults in the household undergo vetting procedures, and that she is able to care for children effectively. The childminder evaluates the provision for children to ensure her ongoing suitability to care for them, and implements suitable procedures to supervise them appropriately.

The childminder has effective risk assessments, and daily checks are completed on the house. Consequently, risks are minimised and the environment is safe for children to move around freely. The childminder is keen to develop the service she provides. She is in the process of developing communication with other early years settings, such as nurseries and schools, as well as completing further training to assist her in the development of her setting. The childminder works closely with parents and regularly keeps them informed about their children's daily routines. They have suitable access to their child's learning journal, which contains information including some written observations and photographs. Partnerships with other providers of settings where children attend are not established to support effective information sharing about the children's care, progress and learning. Therefore, children's continuity of care and learning is not fully maximised.

## The Childcare Register

The requirements for the compulsory 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 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 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

<b>Unique reference number</b>	EY400133
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	910035
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/05/2010
<b>Telephone number</b>	

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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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