

Inspection report for early years provision

Unique reference number	227636
Inspection date	04/03/2009
Inspector	Teresa Marie Taylor
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder has been registered since 1998. She lives with her children in the Kings Heath area of Birmingham. The whole of the ground floor and first floor bathroom are used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for two children both of whom are in the Early Years age group. She is also registered on the compulsory part of the childcare register. Children can be taken to and collected from local schools, nurseries and pre-school groups. The family has a dog.

Overall effectiveness of the early years provision

Overall, the provision is outstanding. The childminder has an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) and very good use is made of observations, assessments and developmental records to inform planning. The childminder's provision is fully inclusive and children's individual needs are identified, discussed with parents and agreed plans made to meet the next steps for their care and education. The partnership with parents and the childminders ability to self-evaluate are key strengths. Well written policies and procedure securely underpin the childminder's practice, with clear plans in place for future improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase the range of resources to promote children's understanding of disability.

The leadership and management of the early years provision

The childminder has an excellent understand of how to meet the welfare and education requirements of the EYFS. Children are not exposed to unsuitable adults as the childminder has good procedures in place for checking visitors identity. She has a commitment to additional training and professional development to improve the opportunities she offers to minded children. She is consistent in her approach to the children and fully includes parents in her self-assessments requesting feedback on all areas of her practice. Parents are notified of her inspection and informed they would receive a copy of her report as soon as she received it.

There is an excellent range of policies and procedures in place, such as, risk assessments, child protection, policies on equality and inclusion, complaints,

behaviour management and activities. Planning is displayed so parents are aware of all activities due to take place. The childminder shares her extensive portfolio of documentation and information with all parents and encourages their continuous involvement in their children's learning. She requests suggestions from parents on extending activities or specific areas they would like included in planning.

There is a very good capacity for continuous improvement as shown by the committed approach the childminder has taken to completing her self-assessment, plans put in place for future development and rapid response to her previous recommendations. Parent's response to the inspection was very positive. The parent spoken too had no areas which they felt needed improvement or change. The recording of parental comments shows her commitment to inclusion in its broadest sense. Children and parents are treated with respect and all requests or ideas are taken on board, managed appropriately and recorded. Children's starting points are used to plan activities and their comprehensive learning and development records show that all children are progressing very well. The childminder has no children that attend other providers of the EYFS.

The quality and standards of the early years provision

Children are very confident, relaxed and outgoing in this warm, welcoming and child-centred environment. Children can easily see and self-select from the very wide range of age-appropriate toys and equipment available both indoors and out. The childminder has risk assessed access to everything children can come into contact with ensuring their safety at all times. There is an excellent range of adult-led and child-initiated activities which are well documented on the childminder's planning and in the children's folders. Outdoor and physical play are promoted very well and good use is made of both the garden and external settings. The childminder encourages children to extend planned activities and use their imagination. For example, an activity which started about blowing bubbles and looking at the colours became a whole new activity based on water. The child washed the equipment used to have a picnic with play figures and then decided that the dolls needed washing. Throughout this activity the childminder asked open-ended questions to stimulate the child's thought process and learning opportunities.

The effective use of observations and assessments to inform planning ensures very good opportunities are provided to help children make excellent progress across all areas of learning and development. Information regarding children's achievements is communicated effectively with parents via children's daily diaries, individual development folders and regular discussions. Parents are involved in their children's learning at all times. Children also contribute to the planning process as the childminder includes areas of individual interest in her planning.

Children are encouraged to develop the habits and behaviours appropriate to good learners, such as, sharing equipment, investigating and listening to others views. They are beginning to recognise their own needs and those of others as the childminder has very effective and consistent systems in place for managing children's behaviour and explaining about diversity. There is a good range of

equipment to support equality but, limited resources regarding disability. Children understand about dangers, both at home and when on outings through activities and discussion and this enables children to have freedom with safety.

The childminder's extensive knowledge and understanding of how children learn through play ensures that children make significant gains in their learning and often excel in their achievements in relation to their starting points. The childminder has an excellent commitment to inclusion. Her policies and procedures make it very clear that all children are offered the same opportunities for play and development. She is adept at managing activities to ensure that no disability or gender issues exclude participation and, although, no children are cared for that have additional needs clear plans are in place to ensure equality of opportunity.

Parents provide all food and the childminder ensures children have free access to drinks at all times. They are encouraged to understand why healthy foods and exercise are good for them as they take part in activities on healthy eating, physical development, hygiene routines, like teeth cleaning, produce excellent art displays to show what they have learnt, shop for and prepare their own vegetable soup. These activities are supported with appropriate books, posters and discussions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.