

Inspection report for early years provision

Unique reference number	228378
Inspection date	19/11/2009
Inspector	Karen Cooper
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 1999. She lives with her husband, teenage child and adult child in Sutton Coldfield. The whole of the ground floor is used for childminding with toilet facilities on the first floor. There is a fully enclosed rear garden available for play.

The childminder is registered to care for six children under eight years of whom three may be in the early years age group at any one time. There is currently five children on roll in this age range, all of whom attend on a part-time basis. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family have two cats.

The childminder is able to take and collect children from the local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content at this homely setting where space is well organised to ensure that they can access the varied range of toys and resources independently. Children thrive as a result of the childminder's calm and caring disposition. Children have a clear awareness of how to behave and have formed good relationships with the childminder. Children's individuality is valued and well supported by the childminder. The childminder keeps her knowledge up-to-date through training and as a result children make good progress in their learning and development. The childminder is committed to developing and improving her practice and has continued to extend this using the Ofsted self-evaluation process. Most of the required documentation is in place, which effectively supports children's individual needs and meets the welfare requirements. Partnerships with parents, carers and other settings are well established to further improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further risk assessment to include any assessment of risk for each specific outings
- develop further the observation and assessment arrangements to ensure that children make progress in all areas of learning.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place for identifying any child at risk of harm. The childminder is aware of the signs and symptoms of possible abuse and of the procedures to follow in the event of a concern about a child. Robust vetting procedures are in place to ensure that children are cared for by suitable people. Children's safety is prioritised and the childminder has effective systems in place to assess and minimise risks. Although, the childminder carries out regular visual risk assessments before going on outings with the children, these are not always formally recorded. There is a range of policies and procedures which are shared with parents to support the care of the children and comply with regulations. Children's records are clear, up-to-date, easily accessible and stored securely to ensure confidentiality is maintained.

Children are supported to access all play equipment which is placed at low level to ensure independent access. Toys and resources are age appropriate and rotated on a regular basis to ensure children remain interested and stimulated. Children are valued and their individuality respected and the childminder actively promotes equal opportunities, ensuring that all children and families feel included and safe. Links with parents and carers are strong and a welcoming atmosphere helps to create effective communication, ensuring they are well informed about their child's learning and developmental progress. This has a positive impact on children's welfare and promotes integration of care. Partnerships with other providers are well-established and there is a good two-way flow of information and knowledge between all partners involved with a child's learning and development.

The childminder has a clear vision for the future of her provision and enhancing her practice further. She is committed to developing and improving her provision and has continued to extend her practice using the Ofsted self-evaluation process. The childminder is a qualified nursery nurse with thirty two years experience of working with children and is keen to develop her personal knowledge by attending further training courses in order to improve outcomes for children. This enables children to continue to develop to their full potential. The childminder has fully addressed the recommendation raised at the last inspection and this further contributes effectively to promoting children's health and well-being.

The quality and standards of the early years provision and outcomes for children

The child-friendly environment encourages children's learning as they are free to move around and are able to select toys from a variety of age-appropriate resources. As a result, children make good progress in their learning and development. Children are happy and settled and have formed good relationships with the childminder. The childminder interacts well with children engaging in their play and encouraging dialogue. As a result, children's communication, language and literacy is good. Children respond well to the childminder's guidance, listening carefully to her advice in order to help and promote their play. For example, when

looking at a book with different textures, children are asked to feel the various materials and to describe their thoughts. Children's independence is encouraged, whatever their age. For example, children decide what they want to play with and what they would like to eat for lunch, so together they plan for this occasion.

Children are developing their coordination and physical skills in the use of push-along cars which cause great fun and laughter as they manoeuvre them around the available space. They develop collaborative skills and problem solving through construction play and are provided with many opportunities for imaginative play through a selection of role play toys and equipment. Children enjoy relaxing and looking at books and explore their creative ideas through cooking, paint and other material. They have lots of opportunities to be active and enjoy accessing the garden on a regular basis where they use a range of wheeled toys and push-along toys. Children also benefit from activities outside the childminder's home. They frequently visit the park where they feed the ducks and get plenty of robust exercise using smaller and larger climbing equipment.

The childminder ensures that there is a good balance of adult-initiated and child-led activities to maintain children's interest. She acquires children's starting points at registration and this enables her to value and build upon their existing skills. Regular observations are carried out to assess children's level of understanding and the childminder uses 'daily diaries' to share information with parents. However, information gathered from observations is not sufficiently evaluated to ensure children make progress all areas of learning. Children's behaviour is good, they know when to say 'please' and 'thank you' and help to tidy away their toys. Children are valued and the childminder helps them to feel good about themselves by frequently providing positive support, praise and encouragement while managing their behaviour very well; this helps build children's self-esteem. Children are learning to respect each other and by enabling them to participate in activities that help to promote a range of festivals and cultural differences they are developing an awareness of the wider community and the world they live in.

Children are beginning to learn about keeping themselves safe. For example, they know that toys must be put away carefully and are aware of the procedure for evacuation in an emergency. The premises are clean and well-maintained and the childminder helps children to follow good personal hygiene routines. For example, washing their hands before eating and after playing outdoors. The childminder promotes healthy eating by providing all children with a well-balanced range of nutritious meals and snacks. Children are encouraged to sit at the table to enjoy their food and drinks are readily available to ensure that they remain hydrated throughout the day.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----