

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Jasvinder Kaur
Type of setting	Childminder

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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 was registered in 1998 and works with an assistant. The childminder lives with her husband in Great Barr, Birmingham. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The family has a pet dog, cat and some fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is registered to care for four children under five years when working with the assistant. She is currently minding four children in the early years age group. The childminder also offers care to children over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from the local school and nursery and attends the local toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make steady progress in most areas towards the early learning goals. They share warm and friendly relationships with their peers, the childminder and her assistant. The premises are welcoming, and resources are organised well to enable inclusion in activities. Generally effective implementation of policies and procedures ensures children's welfare and safety are promoted adequately and provides inclusive practice. Successful links with parents ensure that the needs of all children are well met. Adequate self-evaluation by the childminder and her assistant ensures that most priorities for further progress are identified to 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:

- extend opportunities for younger children to develop further their communication and creative skills through planning of activities on a daily basis
- establish a more developed relationship with other providers to ensure children's progression and continuity of learning towards the early learning goals
- carry out regular evacuation drills and record details in a fire log book
- ensure the risk assessment covers anything with which a child may come into contact
- support further children's awareness of diversity through organising play

- opportunities on a regular basis
- improve the system of observation and assessment to identify children's achievements clearly in order to plan next steps in individual learning.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect, as the childminder and her assistant have a sound understanding of the signs and symptoms of abuse, and of their legal duties and responsibilities with regard to safeguarding children's issues. The childminder promotes a working partnership with parents to safeguard children through sharing comprehensive policies and procedures. Although risk assessment of the premises and of prospective outings and daily safety checks are carried out in most areas to eliminate hazards, storage of alcohol in the kitchen and the rotary clothes line in the garden have not been considered. Moreover, evacuation drills are not practised sufficiently often. These aspects impact on children's safety. Appropriate vetting procedures, however, ensure adults having regular contact with children are suitable. Children are encouraged to adopt safe and responsible habits through regular input from the childminder during play and daily routines, for instance on road safety and how to use play equipment carefully. The childminder takes positive steps to protect children from the spread of infection, because she has implemented a procedure to exclude children with any infectious illnesses. Arrangements for sharing information with parents about their children's health and dietary requirements are effective in promoting their welfare.

The childminder and her assistant work well together and have shown some capacity to make improvements. For example, written policies and procedures have been devised and are shared with parents. They have updated some of their professional skills by attending training courses and setting up targets for the future. The complaints procedure and children's records are well maintained and readily available for inspection and for parents. The childminder establishes positive and professional relationships with parents and recognises their contribution as partners in their children's care and wellbeing. She encourages parents to share what they know about their child. To meet children's individual needs, daily dairies are maintained for a two-way exchange of information. Partnerships with other providers, however, are not fully established to ensure children's progression and continuity of learning.

The childminder places sufficient emphasis on ensuring practice is inclusive. Children are happy and demonstrate a sense of trust. The available resources are of good quality and educational, and are deployed effectively to provide free choice. This encourages children's independence and supports their self-confidence and learning. However, a limited range of activities and opportunities is provided to celebrate diversity. This means children are not fully supported to learn about differences in ethnicity, religion and disability.

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

Children are contented and confident in familiar surroundings, as the childminder creates a child-centred environment. They play cheerfully with the childminder and her assistant, who spend the majority of their time engaging and playing with them. Although the planning is flexible and generally responsive to the children's interests, the information gained through the observation and assessment is not being fully explored to identify children's achievements and next steps in learning. This means children are not sufficiently challenged to make progress in the early learning goals.

Children generally extend their communication skills by routine activities, such as singing nursery rhymes and reading and listening to stories. The selection of story and work books encourages children's talents. Younger children develop vocabulary as they take pleasure in talking to familiar adults, making and listening to a variety of sounds. They create personal words as they begin to develop language. All children have opportunities to express their imaginations through music, role play and the use of some art and craft materials. However, opportunities to broaden younger children's sensory and mark-making experiences are rather limited. This means children's communication and creative talents are not sufficiently supported.

Older children develop an understanding of numbers through a range of different mathematical activities. For example, they calculate and count objects and recognise numerals and shapes in books and on toys. Younger children investigate objects and space through actions such as looking for objects that are out of sight and putting things in and taking them out of a box. They enjoy playing games such as peek-a-boo or pointing to their noses or eyes as part of naming games. Children develop their knowledge of the natural environment, which helps them make sense of the world. They observe seasonal changes and their surroundings during walks in the area. Children learn about different animals and creatures through talking, drawing and reading books. They attain basic skills through operating a variety of electronic toys to develop their understanding of technology.

Children are helped to learn how to keep themselves fit. Daily access to the outdoor play area allows children to breathe in fresh air and move about freely. A suitable range of outdoor equipment contributes to a healthy lifestyle. They regularly take part in physical play at their pre-school settings. Meal and snack times are sociable, relaxed and enjoyable. Children's packed lunches are stored and prepared safely. Drinks are always readily accessible to them. Children routinely follow hygiene practices such as washing hands after using the toilet and before eating. They enjoy the company of familiar adults, and visit toddler groups, which supports their social skills. The childminder and her assistant use an encouraging and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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