

Inspection report for early years provision

Unique reference number	504711
Inspection date	24/02/2009
Inspector	Mary Kelly
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 was registered in 1993. She lives in a house in Selly Oak, Birmingham with her husband and three daughters aged 17, 15 and 11 years old. All of the ground floor is available for childminding and the bathroom facilities are on this level also. The premises are accessed using one step. There is a fully enclosed garden available for outside play. The family has two cockatiels, a cat and a rabbit.

The childminder is currently minding five children on a full-time basis, and is registered for six children in total, with three children in the early age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is able to take and collect children from school. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individual needs are valued by this caring, experienced childminder. Most documentation is accurately completed to ensure children's safety and well-being. The childminder has conducted an honest evaluation of her strengths and has identified some areas for future improvement through completing her self-evaluation form. The childminder provides adequate opportunities for the children to develop and learn in the Early Years Foundation Stage (EYFS) with regard to the welfare, learning and development requirements.

What steps need to be taken to improve provision further?

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

- consolidate systems for planning and observations in order to evaluate children's learning in all areas
- develop systems for obtaining information from parents so that children's starting points are known and ensure that achievements at home are regularly shared and used to inform planning for each child
- continue to improve professional knowledge in order to consolidate and enhance reflective practice
- ensure the register is completed to give accurate record of children's attendance.

The leadership and management of the early years provision

Children enjoy the care of an experienced childminder who makes good use of space and resources ensuring children can initiate and develop their own play. The childminder is aware of how increasing her knowledge and skills through further training will benefit her practice. She is aware her practice will be enhanced if she

continues to improve professional knowledge in order to consolidate and enhance reflective practice. For example, she holds an up-to-date first aid certificate and is booked on a course to gain a National Vocational Qualification Level 3 in care, learning and development. The childminder has given adequate thought to evaluating her practice by ascertaining parents' and carers' views via questionnaires, which have some comments about their experiences with the childminder. She is continuing to develop links with parents, carers and other settings to ensure good communication is fostered. Although she has given thought to the systems she will use to follow children's learning journeys for planning and observations, these are not currently in place. However in order to evaluate all areas of children's learning, the childminder needs to consolidate her practice to ensure she is fully aware of how she can continue to ensure the children make good progress in all areas of learning. Her portfolio includes positive references and 'thank you' cards from previous parents and carers, who have been happy with the level of care and education their children received.

Children enjoy playing in this safe and supportive environment. Regular safety checks and detailed risk assessments are undertaken and recorded, ensuring potential hazards to children both indoors, outdoors and for outings are minimised. Children are safeguarded because the childminder has a good understanding of her responsibility to protect children in her care. For example, she has a sound knowledge of child protection issues and understands her duty to record and report any concerns. Vetting procedures include provision for checking Criminal Records Bureau checks and a visitor's book is maintained.

Suitable systems are in place to gather information regarding children's health, safety and dietary requirements. Although a review of the systems is required as the accuracy of documentation is not always effective, resulting in children's hours of attendance not being recorded on the day of inspection. Good communication with parents and carers is fostered. For example, suitable information relating to her childminding business is displayed, however currently there are only basic systems to gain information from parents and carers, to ensure that children's achievements are known, regularly shared and used to inform planning for each child. Children's details about routines and specific dietary needs are recorded, ensuring their individual needs are adequately catered for. Children are encouraged to develop an awareness for each other's differences and learn to value everyone as individuals. For example, older children have devised their own rules that encourage them to be kind to each other and be patient.

The quality and standards of the early years provision

Children enjoy a variety of learning experiences and opportunities to help them make satisfactory progress within the EYFS. Activities are given careful thought to ensure a variety of suitable experiences based on children's interests are covered. The childminder utilises her knowledge and experience to provide a suitable range of activities, making good use of space and resources. The childminder demonstrates a very positive attitude to inclusion. For example, she offers support to children with additional learning needs ensuring they are fully included in her setting and would work with other specialist professionals to ensure children

receive appropriate support. Children with learning difficulties and/or disabilities are always welcomed and the childminder ensures she has adequate knowledge to ensure she fully supports the children. Children learn about other cultures and the wider world through stories, puzzles, resources and books that reflect positive images.

Children say 'please' and 'thank you' and are developing a sense of right and wrong because the childminder sensitively handles challenging behaviour and has encouraged the children to set their own rules, which they take responsibility for. Children settle quickly in this homely setting and develop good, trusting relationships with each other and the childminder. They are encouraged to talk constantly and interaction with the childminder is good. Children demonstrate suitable mathematical and thinking skills as they talk about the trains going over and under the bridges. Children have opportunities to investigate Information Communication Technology whilst playing with electronic toys and games, exploring the different noises made by pressing different buttons. Children use a good variety of materials for art and craft activities as well as opportunities to encourage early writing and handwriting, skills using these in a variety of activities.

Information is verbally exchanged on a daily basis with parents and carers and their views have been sought via questionnaires and discussion. Children's health is well promoted because the childminder has developed good procedures to gather information from parents and carers regarding children's medical needs and allergies. The childminder has an up-to-date first aid qualification and has an accessible first aid box for use in the event of an accident or emergency. This ensures that in the event of an emergency the children would be well protected. Children are learning to take responsibility for their own safety, for example, road safety is discussed with the children when they are walking in the local environment as well as them being aware of the emergency evacuation procedure. The childminder has completed food hygiene training and she has a good awareness of children's dietary requirements, as a result, children are provided with sufficient, nutritious snacks and meals, including fresh fruit and vegetables. Children's physical development is encouraged through use of the outdoor environment and visits to the local play groups and nursery.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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