

Inspection report for early years provision

Unique reference number	EY246885
Inspection date	11/12/2009
Inspector	Teresa Marie Taylor
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 2003. She lives with her family in the Monkspath area of Solihull. The playroom, dining kitchen and bedrooms are used for childminding. The garden is currently excluded from registration. The childminder works on Mondays, Tuesdays and Fridays full-time and after school only on Wednesdays.

The childminder is registered to care for a maximum of four children at any one time of whom two may be in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. Children can be taken to and collected from local schools and pre-school groups. The family has a dog.

The childminder is able to support children with special educational needs and/or disabilities and those for whom English is an additional language. The childminder holds an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this child-centred environment where they feel safe and supported by the childminder. Children are provided with a good range of play activities which ensures they are progressing in all areas of learning. The childminder has a good understanding of the Early Years Foundation Stage and actively encourages parents to be fully involved in all aspects of their child's care and learning. Appropriate individual planning, assessments and developing self-evaluation systems enhance children's learning and development, especially as children and parents are fully involved in these processes. Children's uniqueness and individuality is recognised and managed very well. Well-written policies and procedures securely underpin the childminder's practice and all are shared with parents. However, consent to seek emergency medical treatment or advice is not in place. Effective partnerships with parents and other settings ensure information relating to individual children's progress and needs is shared appropriately.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment. 18/12/2009

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

- consider using the Ofsted self-evaluation form and quality improvement

processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to safeguarding and is well informed about procedures to keep children safe. She ensures that only designated adults, previously notified by parents are allowed to collect children in their parents absence. All required policies and the majority of documentation for the effective and safe running of the setting are written, well organised and copies are provided for parents. The childminder successfully promotes all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised. As a result the childminder has excluded her garden until the pond is removed.

The childminder has a very clear vision for the future of her provision and her practice. She undertakes additional training courses in order to continue her personal development and to improve outcomes for children, enabling them to develop to their full potential. The childminder's commitment to continuous improvement is very good. She is proactive in obtaining the opinions of both parents and children and continually reflects on her practice to ensure the best possible care and learning opportunities are provided for the children. Children are involved in the formation of activity and outing plans, which gives them an excellent sense of belonging and increases their self-esteem. The childminder appropriately addressed the recommendations from her last inspection which ensures parents have full information regarding her insurance and, children are further protected as they now practice the emergency evacuation drill. Communication both with parents and other settings the children attend are a strength. Parents have access to daily diaries, daily discussions, children's individual and activity folders, ensuring they are fully aware of all aspects of their child's day. They are actively encouraged to be fully involved in all aspects of their child's care and learning. The childminder has developed good relationships with other providers who care for older children which ensures an easy transition to school.

The childminder actively promotes the uniqueness and individuality of each child. She provides age-appropriate activities and a wealth of resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. The involvement of children in planning encourages them to be proactive in their own learning and begin to identify their own learning and development needs. All children and families are highly valued. Parents are provided with regular opportunities to comment on the childminder's practice. Recent letters from parents provided evidence of their satisfaction as they included the following comments, reliable, trustworthy, caring, supports family routines including sleep patterns and potty training.

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

Children make very good progress as they enjoy a wide range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that they develop fully both physically and educationally. Individual and group planning ensures children are provided with an excellent range of creative learning experiences which keep them involved and eager to learn. Clear information is gained about children's starting points and carefully undertaken observations and assessments of children's progress ensure all aspects of children's needs are met successfully.

Children are very confident when exploring the home environment. They play a full and active role in their own learning, make choices, decisions and providing ideas for future activities. A wide range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, celebrate festivals and have a range of interesting books. They are given clear rules about how to treat each other which ensures they develop self-esteem, understand each other's limitations, particularly in terms of age, and know how to behave. They freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together, with older children including younger children in their play and this helps them to develop skills for their future. They make very good progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and interesting experiences. For example, the youngest child is encouraged to repeat sounds and reach for toys with the childminder praising her language development and naming the colours of the toys played with. Planning includes resources to be used and includes books, art work and photographs. Some photographs are displayed for the children to refer to and parents to see what their children have been doing. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. They enjoy regular visits to the library, musical groups and physical play centres. Children develop good early technology skills as they play with an early computer and a range of programmable toys.

Children have a strong sense of belonging in the security of the childminder's care. They show they feel safe through their smiles, cuddles, developing language skills and eye contact with the childminder. Older children show their understanding of keeping themselves safe through their good behaviour, consideration of each other and by remembering the rules when out of the house. For example, they understand that traffic is dangerous and neither strangers, humans or animals should be approached. They are protected when on outings and trips because they understand road safety rules and the childminder makes sure, through appropriate risk assessments, that the places they visit are safe and appropriate environments. The childminder supports children's understanding of personal safety through activities and includes discussions on members of the emergency services they see when out of the house.

Children show they understand about a healthy lifestyle as they discuss fruit and vegetables and the effects of healthy eating on their bodies. They know physical

exercise is good for them and are learning about how their heart and lungs work. Children's general good health is promoted as they learn about hand washing and using and disposing of tissues. They all have their own towel to limit the possibility of cross infection.

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	3
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

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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

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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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