

Inspection report for early years provision

Unique reference number	EY270977
Inspection date	23/03/2011
Inspector	Jennifer Turner
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 2004. She lives with her husband and adult daughter in the Kingstanding area of Birmingham. The entire ground floor and front master bedroom are used for childminding and there is a fully enclosed garden for outside play. The family has a dog, two cats, a bird and two geckos.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child under the age of five. The childminder is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a homely, relaxed environment, where children can self-select resources and develop their independence. Children's unique care needs are met, so helping to create an inclusive environment. Most required documentation, including written policies and procedures, are in place and maintained to a suitable level. The childminder works closely with parents and keeps them up-to-date on their children's progress and development with the use of a daily diary and learning journals. Systems to monitor and evaluate the quality of the welfare, and the learning and development of children are yet to be developed.

What steps need to be taken to improve provision further?

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

- review systems to ensure that all areas of learning and development are given equal importance to support children's progression
- develop the risk assessments to ensure it includes everything children come into contact with
- develop further the self-evaluation system to monitor and evaluate the quality of the provision and ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is generally safeguarded as the childminder has attended training. Additionally, she is very aware of her role regarding Local Safeguarding Children Board procedures. She has appropriate information readily to hand, thus ensuring any concerns can be handled appropriately. The childminder carries out daily risk assessments of equipment and most aspects of the home as well of places she takes children to. However, risk assessments do not include everything

children come into contact with.

The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements. She plans a varied range of meaningful experiences to challenge the children's learning and development. These are based on observations of what children like and can do. The childminder observes children as they play. She has devised a learning journal for each child showing their progress and next steps in their learning and development. However, systems to ensure that all areas are given equal importance to support children's progress are not firmly in place. The childminder effectively organises her day around children's needs, taking into account individual care routines and preferences. She manages her day well, and spends much time interacting positively with children and engaging in their play. She effectively uses the indoor and outdoor space to promote play opportunities for children.

The childminder offers an inclusive service and welcomes all children into her care. She improves life experiences for children as she offers respite care to support children in need. Partnerships with parents and carers are good. They receive a range of written policies and procedures which explain her practice. This includes information about how parents can make a complaint about the provision. The childminder has implemented the recommendations from the last inspection effectively to improve outcomes for children. She regularly attends training to ensure her knowledge is updated. She has given consideration to the self-evaluation process. However, she has yet to devise systems to monitor and evaluate the setting to identify her strengths and any areas for improvement.

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

Children are active learners and enjoy a wide range of activities, both in and out of the home. During outdoor play children have access to a variety of equipment to help develop their physical skills and coordination. They enjoy riding bikes and using play cars, pushing prams and visiting the local park to feed the ducks. The childminder interacts effectively with children. She asks questions and engages them in discussion to promote their language and communication skills. Children learn to recognise colours and develop numeracy skills as they count small world vehicles rolling down the toy car park.

Children enjoy themselves when the childminder reads stories to them. They are interested, listen attentively, join in with the story and recall events. Children draw and experiment as they use coloured pens and crayons or make marks with chalk on the paved area in the garden. Children use their imagination as they pretend the dolls are having a tea party. They learn to count during their play and they sing number rhyming songs. Children learn about diversity through activities and as they play with a good range of puzzles, dolls and play figures. They benefit from an environment rich in positive images to support their learning in this way.

Children increase their creativity and extend their curiosity as they use their senses to explore. Children enjoy cooking activities and explore sand and water. They use

a variety of art and craft materials to colour, paint and stick. Outdoors children paint and enjoy drawing pictures with chalk on the paved area. The childminder praises and encourages children in their play and children are excited when she gives them stickers. This helps promote their confidence and self-esteem. Children are encouraged to show good behaviour, such as sharing, taking turns and using their manners. Good procedures are in place to prevent the spread of infection, and children learn about good hygiene practice through the daily routine. For example, they wash their hands before meals and after using the toilet. The childminder wears gloves and aprons when changing children's nappies. Toys are regularly sterilised to reduce the risk of cross infection. Children learn about road safety while out with the childminder in the local area. They develop an understanding of how to keep themselves safe at home as they practise the fire evacuation drill. They know that they must not stroke dogs they see when out with the childminder.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
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	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
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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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