

Inspection report for early years provision

Unique reference number	EY292391
Inspection date	17/06/2009
Inspector	Shirley Delaney
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 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 registered in 2005. She lives with her husband, two adult children, and young children aged six and seven years, in Sutton Coldfield. The whole of the childminder's house is used for childminding. There is a fully enclosed garden available for outdoor play. The childminder takes children to local schools and pre-school groups. The family have pet goldfish.

The childminder is registered to care for four children at any one time. There are currently four children attending who are within the Early Years Foundation Stage (EYFS), some of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare register.

The childminder receives support from the local authority and is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy, settled and making good progress in their learning. Their routines and individual needs are well known, which effectively supports their inclusion. The childminder is becoming increasingly familiar with the Early Years Foundation Stage (EYFS) requirements and strives to meet these. Observation and planning are in the early stages and are being developed to cover all areas of learning. Partnerships with parents ensure that in most aspects information is regularly exchanged. The childminder has consulted with parents as part of an evaluation process demonstrating that she has commitment to maintaining improvement.

What steps need to be taken to improve provision further?

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

- request parental permission to seek emergency medical advice or treatment for all children
- develop further systems for self-evaluation to promote continuous improvement in practice
- develop further systems to identify children's individual learning priorities.

The leadership and management of the early years provision

The childminder places importance on her professional development and has sought training to enhance her knowledge and skills which she has used to influence the service offered to children. She demonstrates commitment to the continual development of her practice. For example, she has met

recommendations made at the last inspection and has consulted with parents as part of her process for identifying strengths and weaknesses in her practice. However, the system in place for self-evaluation is in its early stages and does not comprehensively evaluate the service in order to maximise the potential for improvement.

The premises are organised to provide a welcoming, inclusive environment for children and parents. Notices and displays present a visually stimulating entrance area. Children's labelled pegs in the cloakroom and a display board in the hallway, where they record how they are feeling each day promotes their sense of belonging. Children make choices from a range of toys, equipment and resources, which are made generally accessible to them in the dining area. The children are comfortable in their surroundings as they freely transport resources to other areas of the home, making use of the space available in the hall and front lounge. Effective risk assessments are in place which ensures the childminder takes appropriate action to minimise risks for children. Arrangements for safeguarding children are thorough in most aspects, as the childminder has sound knowledge of procedures to safeguard children in respect to child protection issues. In most cases there are effective records, policies and procedures are in place to ensure children's good health is fully supported. However, permission has not been obtained from all parents for the childminder to seek emergency medical treatment or advice for children in the event of an emergency. As a consequence timely intervention to seek advice and attention for children in the event of an accident or medical emergency cannot always be assured.

Notices and certificates displayed for parents provide them with information about aspects of the setting and parents receive a copy of all policies and procedures for their information and reference. Verbal discussion and the sharing of information in daily diaries ensure parents are consulted about the care and learning needs of their children and kept up-to-date on activities children are involved in. Newsletters provide parents with current news, about events and changes to practice. Questionnaires enable them to make comment on the provision they receive, and make suggestions where they recognise areas for improvement. The childminder demonstrates a commitment to promoting children's equality of opportunity through her practice. This develops children's awareness of differences and diversity in the community and promotes children's positive attitude towards understanding others. The childminder has a positive and proactive approach to meeting the needs of children with learning difficulties and/or disabilities and ensuring they are fully included.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals, because they are given good support by the childminder to be motivated and interested in their environment. As a result children are keen to become involved in activities and their attention is held, which promotes a foundation for learning and supports children developing skills for the future. They receive praise and recognition for their achievements, which effectively fosters children's confidence and self-esteem. The childminder observes children and gets to know them well, she uses this

information to adapt experiences to support the inclusion of all children in activities. There is a developing system for using information gained through observation to inform planning. However, the information gathered is not yet clearly matched to the expectations of the early learning goals in order to systematically identify children's learning priorities, to ensure children achieve their full potential.

The children's communication skills are well supported by the childminder who encourages their developing language skills through expanding and extending their language. Children have good access to books which they select for themselves. Pictures, visual signs and notices on display, communicate meaning. For example, a picture and each child's name are displayed next to children's hand towels in the bathroom signifying to each child which one is theirs. The childminder promotes the developing language of children who have English as an additional language, by giving recognition and importance to the child's first language. This enables children to establish the acquisition of the English language alongside their first language. It also enables all children to value differences with one another, develop an awareness of the needs of others and promote their understanding of diversity. Children enjoy role play, which fosters their imagination and enables them to act out real life and imagined experiences. They have access to a range of resources and experiences which fuel their creativity and imagination, including the use of a range of small world resources, role play equipment and joining in songs and action rhymes. Children are learning to share and work together as a team, for example, the childminder supports children to complete a large floor puzzle as a group, introducing skills of negotiation and decision making. The children are introduced to simple problem solving, counting and recognising shapes and colours as they play with playdough.

Daily routines enable children to develop a good understanding of how their health and safety is promoted. For example, the childminder talks to children about the nasal hygiene and the use and disposal of tissues. Children receive reminders to wash their hands throughout the day, particularly before meals and after toileting which helps them develop good personal habits. Self-care and the importance of good hygiene is reinforced by discussion and the notice on display reminding children about when they should wash their hands. The children are provided with healthy meals and balance in their diet. They have daily opportunities to gain access to fresh air through use of the garden, walks to school and visits to the local park. Regular visits to 'crash-bang-wallop' and the park enables children to use large equipment which supports the development of children's skills in balance, climbing, crawling and scrambling. The childminder uses routines, reminders and explanation to develop children's awareness of their safety and procedures in place to keep them safe. They receive lots of encouragement to take an active part in caring for their environment, by helping to tidy away, and discussion and notices displayed reminds children of expectations for their behaviour. As a consequence children are aware of the boundaries in place and are well-behaved.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
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?	2

Quality and standards

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