

Inspection report for early years provision

Unique reference number	EY310991
Inspection date	05/02/2009
Inspector	Teresa Marie Taylor
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 2005. She lives with her family in the Acocks Green area of Birmingham. The whole of the ground floor is used for childminding with bathroom facilities on the first floor. There is a fully enclosed garden available for outdoor play. Access to the premises is via two steps.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for one child who is in the early years age group. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. Children can be taken to, and collected from, local schools, nurseries and pre-school groups. The family has a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder has a secure knowledge and understanding of the overarching requirements of the Early Years Foundation Stage (EYFS) and good use is made of observations, assessments and children's progress to inform planning. The childminder's provision is inclusive and children's individual needs are identified, regularly discussed with parents and agreed plans made to meet the next steps for their care and education. The partnership with parents is good and the childminder has begun a self-evaluation of her provision. Generally well-written policies and procedures securely underpin the childminder's practice.

What steps need to be taken to improve provision further?

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

- ensure risk assessment checks for outings are recorded.

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

- complete an appropriate paediatric first aid course (Safeguarding), (also applies to the Childcare Register)
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare)

06/05/2009

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The leadership and management of the early years provision

The childminder has a good understanding of how to meet the welfare and education requirements of the EYFS. She has a commitment to attending additional training and professional development to improve the opportunities she

offers to minded children. She is consistent in her approach to the children and fully includes parents in her daily practice, providing them with good information on the activities she provides and children's responses to them.

There is a good range of policies and procedures in place such as, child protection information, policies on equality and inclusion, complaints and general management of the provision. However, risk assessment checks for outings are not recorded. The childminder has a good understanding of how to protect the children in her care and how to share safety issues with children. For example, providing stories and activities regarding fire procedures, road safety and 'stranger danger'. She shares her portfolio of documentation and information with all parents and encourages their continuous involvement in their children's learning. However, the childminder's first aid certificate has expired and consents from parents are incomplete, for example, permission to seek emergency medical treatment or advice.

There is a good capacity for continuous improvement as shown by the childminder beginning her self-assessment, completing previous recommendations and having made plans for her future development through training. Children and parents are treated with respect and all aspects of individual care are taken on board, managed appropriately and recorded. Children's starting points are documented and their learning and development records show that children are progressing well. Clear policies explain how the childminder provides an inclusive and caring environment where no issues regarding gender, ability, disability, cultural or ethnic backgrounds are seen as a bar to a child's full involvement in activities.

The quality and standards of the early years provision

Children are happy and confident in the childminder's home and there are good relationships between the children and the childminder. The storage of resources enables children to self-select from the range of age-appropriate toys and equipment available. Information regarding children's activities, achievements and progress are communicated with parents on a daily basis. Each child has a daily diary and a portfolio of work which is enhanced with photographs of the children during outings and activities. The diary explains how each child managed an activity and includes plans for the following week's activities to extend their learning and development.

There is a suitable range of adult-led and child-initiated activities with the childminder encouraging exploration and suggesting alternatives to keep children interested and motivated. The childminder ensures children are provided with regular opportunities for physical play and frequently takes children on outings to country parks and farms where she explains about nature and the wider world. They discuss the seasons and learn about other cultures and beliefs as they listen to stories, play with a range of resources, experiment with different foods and complete linked art activities.

Children are encouraged to develop the habits and behaviours appropriate to good learners such as sharing equipment, developing good manners and, learn to

understand why basic rules are needed to help keep everyone safe. For example, all food and drinks are taken at the table not whilst walking around the room where others are playing. They are beginning to learn how to problem solve for themselves by trial and error. One child was completing a jigsaw and getting a little cross when the pieces would not fit. The childminder encouraged him to persevere by using appropriate language, 'try turning it around, it might fit onto another piece'. The childminder is a good role model and very consistent in her approach to the children giving them clear messages about how to behave and her expectations of them.

The childminder has a good understanding of the Early Years Foundation Stage and how children learn through play. She continues to undertake training to extend the opportunities she offers to children. Children enjoy a good range of play opportunities and experiences and the childminder is actively involved in their play. For example, reading stories on demand, providing a broad range of resources of which some are easy to use and others that stretch the children's learning, for example, an interactive world globe.

The childminder provides all food and drinks. She has a good understanding of healthy eating and ensures children are provided with a healthy and nutritious range of meals and snacks, which includes fresh fruit and vegetables. She plans to encourage the children to grow their own fruit and vegetables in the coming year. Children have free access to fruit and drinks at all times and independence at meal times and in personal hygiene are encouraged. The childminder is mostly proactive in ensuring children's health and safety and regularly discusses the benefits of physical activities, fresh air and healthy eating.

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.	2

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?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for).

06/05/2009

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 complaints made 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.