

Inspection report for early years provision

Unique reference number	EY318333
Inspection date	20/05/2009
Inspector	Bernadina Lavery
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 has been registered since 2005. She lives with her husband and children aged 15 and 12-years-old. They live in Castle Bromwich, Birmingham. The whole of the childminder's home is used for childminding and there is access to a fully enclosed garden available for outside play. The childminder's home is accessible via a step at the front entrance. The family has a dog and two cats as pets.

The childminder is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to provide care for six children. The childminder is currently minding seven children on a full-time and part-time basis, two of whom are within the early years age range.

The childminder is a member of the National Childminding Association (NCMA) and regularly attends local toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children thrive and make good progress within the Early Years Foundation Stage (EYFS) at this welcoming, inclusive setting. Very effective partnerships ensure all children's needs are met. The childminder is extremely well-organised and committed to providing a high quality service for all children through further training. She plans to develop further her planning, assessment and ongoing evaluation systems, thus demonstrating a strong commitment to future improvement.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment arrangements to ensure that all areas of learning are sufficiently covered
- develop further systems for monitoring and evaluating the quality of the provision in order to identify ways to further improve the quality of learning, development and care on an ongoing basis.

The leadership and management of the early years provision

Children play safely in this welcoming environment because the childminder has given good consideration to the organisation of her childcare and provides a dedicated playroom for children. Risk assessments are detailed and well considered to ensure all potential hazards are covered including outings and the use of a vehicle. Children's welfare is prioritised because the childminder has an excellent understanding of the importance of keeping children safe. The childminder has up-to-date details of the Local Safeguarding Children Board guidance and would not

hesitate in reporting any child protection concerns. Vetting procedures include provision to ensure all adults undergo suitability checks. Documentation is extremely well-organised and covers all required welfare requirements within the EYFS. The childminder has recently introduced evaluation procedures to obtain feed back from all service users including children, although these systems are yet to be consolidated to ensure all aspects of the service are considered. Children's evaluations are very complimentary about the childminder and give a delightful insight into their opinion of what constitutes good quality care.

Inclusive practice underpins this setting as children are encouraged to 'be all they can be'. The childminder values each child's individuality and knows them well, clearly enjoying their company. Children's individual needs are detailed on record cards including their cultural requirements and medical needs. Collaborative working is fostered because the childminder is well established within the local area and has daily contact with the local school, ensuring a good two-way flow of information. Children benefit from the childminder's commitment to developing her professional practice through training as she keeps up-to-date with the latest developments and is currently working towards a National Vocational Qualification Level 3 in care, learning and development.

The quality and standards of the early years provision

Children play contentedly in this very welcoming home and enjoy good opportunities to make progress within the EYFS. The childminder has established a very well-organised system for the planning and assessment of children's progress. This includes undertaking an initial assessment to establish children's starting points and photographic evidence of children's progress, although these systems are new and yet to be consolidated to ensure all areas of learning are covered. All children are valued and encouraged to respect and listen to each other. Children behave very well and show empathy and consideration towards each other. Children with learning difficulties are given extra time and support to help them achieve their full potential. The childminder recognises the differences between boys and girls play preferences and plans for this accordingly. Children have good opportunities to learn about diversity as the childminder plans activities to cover different festivals and cultures.

Children's social skills are encouraged as they are taken to different groups, to help them mix with their peers. Younger children relate very well to the childminder and respond well to the childminder's hugs and cuddles. Children display a lively sense of humour as they blow bubbles in their drinks. Electronic games are used with older children to encourage cooperation and turn taking. Children's language and thinking skills are apparent as they have lovely conversations with childminder. For example, talking about which animals went on Noah's Ark including, 'a busy bee'. Children direct their own play by choosing their preferred toys including a letters game that helps children to learn sounds and make words. Younger children enjoy playing with treasure baskets. Children are interested in numbers and talk about having two hands when asked what cutlery they would like to use to eat their dinner. Partnerships are highly valued and this is reflected in the many thank-you cards and letters of appreciation to the childminder. Parent and carers are given

helpful, detailed information at the end of every day. The childminder uses daily diaries to exchange information and has a very detailed portfolio that includes all of her policies and procedures to support her in offering a professional service.

Excellent attention to safety includes security systems that involve the childminder checking visitor identification and the use of a visitor's book. Children are learning to take responsibility for their own safety as older children are encouraged to risk assess for themselves. The childminder also teaches children about road safety and stranger danger to help children develop a better awareness of personal safety issues. Excellent hygiene routines include the use of hand gel to clean hands, prior to eating food. Meals are extremely well balanced and nutritious and children are encouraged to try different fruits and vegetable including strawberries, butternut squash, courgettes. Older children are encouraged to eat different fruits by making fruit kebabs. Children can play safely in the garden to enjoy a game of football or use the trampoline. Children are taken on trips to places, such as Ash End House Farm, to ensure they have regular exercise and enjoy good opportunities for fresh air.

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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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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