

Inspection report for early years provision

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Inspection date	07/06/2010
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 2006. She lives with her family in the Hall Green area of Birmingham. The whole of the house may be used for childminding. There is a fully enclosed split level garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding seven children of whom five are in the early years age group. Children attend for a variety of sessions. 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 three cats and two rabbits.

The childminder is a member of an approved childminding network and is currently in receipt of funding for early education. She also holds a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and relaxed in the childminding 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. However, there are few books easily accessible. The childminder has a very 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. Children's individuality is recognised and managed successfully. Well-written policies and effective procedures underpin the childminder's practice, however, risk assessments have not been dated. All policies and procedures are shared with parents. The childminder has good links with other settings that children attend and there are very good relationships with parents. The childminder effectively assesses her provision and has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- increase the range of books available to encourage children to further understand that print carries meaning and to enable them to link sounds to letters
- ensure the risk assessment checks undertaken include when and by whom they have been checked.

The effectiveness of leadership and management of the early years provision

The childminder has a strong commitment to safeguarding and is very well informed about procedures to keep children safe. She ensures that she is up-to-date with safeguarding and first aid training ensuring children in her care are well protected. All required policies and documentation for the effective and safe running of the setting are written, well organised and copies 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. However, the childminder has not recorded the date of the last risk assessment checks for the house and garden.

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 to develop and significantly 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 effectively 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 recommendation from the last inspection which ensures children have access to a broad range of resources and activities to increase their understanding of equal opportunities. 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 and completes transfer documents to ensure an easy transition between providers and continuity of care for the children.

The childminder actively promotes the uniqueness and individuality of each child. She provides age-appropriate activities and 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 and children are provided with regular questionnaires encouraging them to take an active part in the setting. Recent comments from parents included the following comments; 'she makes sure she really knows and understands the children including their individual levels of development', 'informative about children's progress and uses children's interests to fuel conversations and interaction', 'builds strong relationships with the children'.

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

Children make good progress as they enjoy a 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 as individuals. Well-organised planning ensures children are provided with a good range of creative learning experiences which keep them involved and eager to learn especially as they are fully consulted about planning. 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 environment both indoors and out. They play a full and active role in their own learning, make choices, decisions and provide ideas for future activities and outings. A range of experiences and resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of resources to promote their independent learning. Storage boxes have both written and pictorial labels ensuring all children know the resources they contain and they can access them for themselves. However, as the childminder is reorganising her storage there are few books readily available to the children at present.

Children are given clear rules about how to treat each other which ensures they develop self-esteem, understand each other's limitations 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 and are encouraged to use their imaginations. For example, two children dressed as fairies, complete with wands, made up their own spells and turned the childminder into a frog during which much laughter took place. Older children include younger children in their play and this helps them to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, whilst playing with the dolls and soft toys children initiated a conversation about ears. The childminder asked them to compare their ears, the doll's ears and then the rabbit's ears. Children counted their ears and compared the size to different toys and the rabbits in the garden. At another activity with food children were encouraged to compare healthy foods and less healthy foods and place them on different plates. They were very clear about which were healthy and those they should have in moderation. Number, colour and size are included in all activities and children were proud of their accuracy when counting. Children are actively encouraged to sing songs, dance and repeat favourite nursery rhymes. They particularly enjoy the singing doll. The childminder encouraged children to extend their singing by using musical instruments, which they did with enthusiasm. Children develop good early technology skills as they play with a range of programmable toys and a computer.

Children have a strong sense of belonging in the security of the childminder's care. They show they feel safe and are confident in asking questions and requesting

resources. They show their understanding of keeping themselves safe through their good behaviour and consideration for each other. They know the house rules and can repeat them accurately. 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, for example, discussions, posters and stories about 'walk to school week'.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat and drink and know that physical exercise is good for them. The childminder extends their understanding by discussing the foods they have at snack time and in their lunch boxes. Children also plant, grow, collect and eat a range of fruit and vegetables so they understand where their food comes from and how it grows. Children were able to explain how healthy food made them grow strong and that exercise was good for their heart and gave them more energy to play.

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	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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