

Inspection report for early years provision

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Inspection date	08/04/2010
Inspector	Kashma Patel
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband and their two children who are four and seven-years-old in Solihull. The whole of the ground floor of the childminder's home is used for childminding. There is access to the children's bedrooms and bathroom on the first floor. A fully enclosed garden is available for outside play. The home is close to local schools and shops. The house is accessible by a small step.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children on a part-time basis who are in the early years age range. The childminder also cares for older children up to 12-years-old. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and also uses her car to transport children. She is a member of the National Childminding Association and an active member of the local toddler groups in the area. The childminder has a National Vocational Qualification at Level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they are cared for in a setting which promotes inclusive practice. Well-written policies and procedures are in place to promote children's safety and welfare. Good communication is in place with parents and other settings which children attend; this ensures consistency in children's learning and development. A system for self-evaluation is in place, however this needs to be developed further. The childminder demonstrates her capacity to maintain continuous improvement through ongoing training.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and the next step in children's learning to inform future planning
- improve systems for self-evaluation to include children and parents to identify strengths and priorities for development that will improve the quality of provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder demonstrates a secure understanding of her responsibilities with regards to protecting the children in her care. She is fully aware of the possible signs of abuse and neglect and has kept her knowledge up-to-date through regular training. A detailed risk assessment is carried out daily on all areas of the home and on outings to ensure children are secure and well protected both in the home and in the community. Children develop their understanding of safety through regular discussions about road and fire safety. They regularly take part in the fire evacuation procedure which develops their understanding of keeping safe.

The use of self-evaluation is developing. The childminder uses the Ofsted document to evaluate the strengths of her setting and is able to identify some of her priorities for future improvement. However, this needs to be further developed to include views from parents and children. The childminder shows commitment to improve outcomes for children. For example, she regularly undertakes further training to develop her knowledge and skills which demonstrates her capacity for continuous improvement. She has an early years qualification at Level 2 and 3 which helps her to provide a rich and stimulating learning environment. As a result, children enjoy their time in the home and make good progress in their learning and development.

Daily verbal communication together with text messages ensures parents are well informed of their children's care and progress. The childminder is aware of the importance of liaising with external agencies who also deliver the Early Years Foundation Stage to ensure consistency in children's care and learning.

Toys and resources are stored at a low level to enable children to access them freely in order to initiate their own play and learning. Children learn about the wider world through regular discussions and have access to a good range of resources and books which depict race, culture and disability. All the required documentation, policies and procedures are in place to promote children's well-being. This is made accessible to parents and the childminder is aware of the importance of regularly reviewing and updating her paperwork to ensure it meets requirements.

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

Children are well settled in a warm, welcoming and child-friendly environment. The childminder ensures she plans an interesting range of activities which are of children's choices and interests. This enables them to make good progress in their learning and development. She monitors children's progress by carrying out regular observations and is able to identify what children need to do next. However, this information is not always used for future planning and is not clearly recorded. This means that there may be some gaps in the progress children make in their

learning.

All children demonstrate good levels of confidence as they move around the childminder's home with ease and confidence. In the kitchen they enjoy a wide range of art and craft activities which are of children's choice. For example, whilst looking at books children decide to make a crown using a range of materials such as sticky letters, glitter and feathers. The childminder supports children to look at and identify letters of their names. She extends their learning by introducing phonics which helps children to remember what sound a letter starts with. Children count, compare and sort various objects. They weigh and measure ingredients when baking and also work out how far seeds need to be planted using a ruler. Opportunities to make marks include chalking in the garden and using various writing tools such as pencils and crayons. Children enjoy messy play, for example, as they sieve the sand and compare what dry and wet sand feels like. Older children initiate and extend their own learning. For example, they decide to add their favourite pirate characters in the water play. They show care and concern for younger children as they help them put their apron on for the water play. Good use is made of the garden where children develop both small and large physical skills using a wide range of equipment. They develop their imagination as they pretend to be in a den at the top of the slide. The covered area protects children from both the rain and the sun where children enjoy quiet activities, such as writing on the easel.

Children learn about healthy eating as they use picture cards in the kitchen to work out how many fruit and vegetables they have had each day. They take part in the preparation of meals as they make their own sandwiches and wraps. Older children make their own drinks of juice, whilst younger children have their beakers filled and made accessible to promote their independence. Meal times are social occasions where children sit with the childminder and take part in discussions. This enables children to express their thoughts and ideas on a daily basis. Effective routines are in place for hand washing and nappy changing, which ensures that the risk of cross-infection is minimised in the home.

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

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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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