

Inspection report for early years provision

Unique reference number	EY357218
Inspection date	06/09/2011
Inspector	Diane Ashplant
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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and four children aged 17, 15, 10 and nine in Rednal, Birmingham. The whole ground floor of the childminder's house is used for childminding as well as the bathroom upstairs. There is a fully enclosed garden for outside play. The family have three guinea pigs.

The childminder is registered to care for a maximum of four children at any one time and when working with an assistant may care for a maximum of six children. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is currently caring for two children in the early years age range.

The childminder walks and drives to local schools to take and collect children and attends the local childminding group. The childminder holds an appropriate early years qualification and is part of the Children Come First and First Steps networks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming family home, where their care, learning and development is well supported. The childminder works to ensure children's individual needs are met and all practice is inclusive. She uses systems to evaluate the effectiveness of her practice and has attended a wide range of courses to support continuous improvement. All documentation to support her childminding business is in place and is well maintained. There is a strong and mostly very effective partnership with parents and there are good links in place with others to develop outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents to work together to further support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of her role and responsibilities in protecting children from possible harm or neglect and how to pass on any concerns appropriately, she shares this effectively with parents. The childminder has attended recent training to enhance her awareness and rigorously maintains other procedures to further safeguard children, such as, safe collection. She is fully aware of potential risks to children and carries out regular

visual and written risk assessments to ensure all areas used by children are safe and suitable. She ensures that all new activities and outings are fully risk assessed and these are recorded and reviewed. The childminder is aware that all adults around children must be either fully supervised or appropriately checked. The childminder has completed her self-evaluation form to help her reflect on her practice and has asked parents to write their views on her childminding. She shows a good commitment to her own professional development through training and since the last inspection has completed a range of courses, including, her Level 3 National Vocational Qualification in Home-based Childcare. She is also part of the Children Come First and First Steps network for which she is routinely assessed. All the required documentation for the safe and efficient management of the setting is in place and regularly updated.

Space and resources are well organised to support the needs of the children cared for and there is access to a well maintained and safe outdoor area for physical play. Children choose from a variety of play activities and the childminder engages well with them to provide attention and encouragement. The childminder liaises with parents to find out children's individual needs and routines. She knows, from personal experience, how important it is to gain additional support from other professionals when necessary. She has completed transition documents for children moving from her, to other early years settings and encourages links with practitioners there to further support children's settling-in and development.

Partnership with parents is open and friendly, all information is shared about the children, including, all the required consent documentation. Policies are copied for parents and information is displayed on the walls. Along with daily discussion, a weekly diary record is given to parents which they feel is very useful in keeping them informed about what their children have been doing. However, not all opportunities to involve parents in their children's learning and development are fully used to maximise outcomes for the children. The childminder is part of the local childminding network, she attends their weekly toddler group and also uses amenities in the community and beyond to widen children's experiences, such as, visits to different parks and the library.

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

Children are happy and making good progress in this family environment where they make warm and positive relations with the childminder and her family. They are encouraged to promote their health through a balanced diet and activities, such as, food tasting which develops their understanding of different foods. They enjoy physical play sessions outside in the garden and at the early years group or during visits to the park. They move confidently around the setting and also enjoy dance and music sessions to develop their coordination. Children routinely wash their hands and know which colour towel is theirs or use wets wipes and hand gel. The childminder reminds children about safe play and having regard for the welfare of others. They take part in regular fires drills, know what action to take when the smoke alarm sounds and follow clear procedures when they are out walking or travelling in the car. Children are learning to behave well as the

childminder successfully combines praise and encouragement with clear guidance and works closely with parents to provide a consistent approach when necessary. Strategies like sticker charts are used and children are encouraged to share, take turns and to wait patiently while others are speaking. Children have opportunities to learn about their community as they visit the park and the library, the children develop their social skills as they meet with other children. They have a range of resources which reflect the wider world and take part in many craft activities around different celebrations, such as, Chinese New Year, Eid and St George's Day.

Children benefit from a good balance of free play and adult engagement and the childminder plans around the children's interests, as well as, including certain themes and topics. Children have access to a range of resources in two ground floor rooms, they also use the garden for outdoor play and activities, such as, sand and water and bubble making. The childminder responds well to their questions and provides alternatives when their concentration is beginning to wane. Conversation goes on naturally throughout the day and children freely choose favourite books to read or practise early writing skills with different tools. Many interesting craft activities take place which involve gluing, sticking and designing, cooking is also popular with all ages. Children explore paint as they make pictures or hand prints and trace around their hands on the magnetic board. Opportunities for problem solving and shape recognition are provided by various construction toys or through different puzzles where children are encouraged to look carefully for the correct piece. Children are learning about nature as they help care for the guinea pigs and try to grow some plants.

The childminder constantly observes children so she gets to know them, as well as, liaising regularly with parents. Observations are recorded around certain areas of learning to mentor each child's progress towards the early learning goals and assess what support they may need. These observations are evaluated and together with many different photos show the range of activities children have enjoyed.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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