

Inspection report for early years provision

Unique reference number	EY359163
Inspection date	09/06/2011
Inspector	Christine Williams

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 two children aged four and twelve in a residential area of Hollywood, Birmingham. The childminder sometimes works with an assistant. The whole of the downstairs of the childminder's house is used for childminding and the home is close to shops, parks and schools. There is a fully enclosed play area available for outdoor play.

The childminder is registered to care for a maximum of 5 children under eight years at any one time, of whom no more than 2 may be in the early years age range. She is currently minding 4 children in this age group, some of whom attend part-time. She also offers care to children aged over five years to eleven years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder has suitable procedures to support children with special educational needs and/or disabilities, and who speak English as an additional language. She collects children from the local school and nursery and attends toddler groups on a regular basis. The childminder holds a recognised childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This good childminder promotes children's learning, development and welfare well. Children are sociable, independent and make good progress because of the interesting and rewarding learning experiences offered. They develop a strong sense of belonging within the security of the childminders home and benefit from the positive steps taken to ensure they are living healthy lifestyles. Children's individual needs are met and the childminder works closely and collaboratively with both parents and other childcare settings. She shows a commitment to improving the quality of her practice, although is not yet fully confident in using monitoring and evaluation to best effect.

What steps need to be taken to improve provision further?

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

- use self-evaluation more effectively by ensuring there is a regular cycle of plan, action and review.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective. The childminder has a thorough knowledge and understanding of her role in safeguarding children and has taken regular top-up training to ensure her knowledge is kept up-to-date. She keeps reference guides and important contact details within easy reach, and talks to parents in detail so that she has all the information she needs to protect the children in her care. Safety checks and risk assessments ensure good levels of safety are maintained and children are always well supervised.

The childminder is well qualified and has high expectations for what children can achieve. She is very caring and works hard to provide a safe and child-friendly environment where children are safe, happy and nurtured. There is a clear focus on quality and improving standards. The childminder thinks carefully about what she does and this results in some areas of her practice being strong. For example, the steps taken to promote children's health and learning are particularly successful. She uses self-evaluation to consider how to improve, although there is room to do more to ensure that this is fully effective. The childminder takes great care to understand and learn about the particular needs of each child and is particularly skilled at supporting the youngest children. For example, she helps toddlers develop their understanding through body language, gesture and tone of voice. The home is well organised and the children's play room is colourfully decorated; sparking their interest and celebrating their achievements.

From the outset, strong and positive relationships are developed with parents. The childminder works hard to involve parents as partners in their child's development and learning. She keeps them well informed; chatting to them daily and providing them with care diaries and on-going developmental and progress reviews. Lots of information is displayed, including photographs and children's art work, and these help parents to share in what their children have been doing. The childminder is proactive in helping parents if they have any concerns or worries about their children. They recognise the good work she does and make many positive comments about how well she cares for their children. Close relationships have been made with staff from the local nursery, and this ensures that important information about children is shared and that their move to other settings is eased.

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

Children thrive in the friendly and well organised atmosphere of the childminder's home. They are cared for according to their individual needs and are happy, confident and eager to try new things. Children play independently, as well as alongside their friends and are becoming active and inquisitive learners. Practical life-skills as learnt as they help to plant and water vegetable plants, wash their

hands or take off their shoes; and these ensure children develop the skills they will need in the future. Lots of learning happens throughout each day and children extend their experiences through visits to the library and toddler groups. Planning and assessment is effective and the childminder is skilled at helping children to feel a strong sense of belonging. For example, they learn to make friends and to be 'nice and kind' to each other.

Children are confident to try new things and behave well. They talk confidently as they share what they know and chat happily to the childminder. They learn new words through songs and rhymes, enjoy snuggling close for stories and make marks in dough and paint. Weekly trips to the library develop their love of books and simple games, such as playing eye spy in the car, help children to link sounds to letters. Lots of numbers are displayed in their play room and they make their own clocks, colour different shapes and enjoy counting the things they see in picture books. There are dice and board games to enjoy and they problem solve as they use puzzles, building bricks and a train track. Children's natural curiosity is supported well as they play with interesting textures such as dough, paint and glue. They use simple electronic equipment and a computer with confidence; learning what happens when various buttons are pressed. They develop their imaginations through small world play, dressing up and making up their own games and enjoy lots of craft work.

Children's health is promoted particularly well. Daily physical play and nutritious home cooked meals ensure children grow physically strong. They tuck in to tasty hot meals, such as sausage casserole, and enjoy lots of fresh fruit at snack time. There are different tastes and textures to enjoy, and these include dishes from different cultures; including Indian and Chinese. Topic work and interesting activities, such as helping to tend the potatoes and carrots growing in the garden, help children to understand about food and where it comes from. There are climbing frames, trampolines and push along toys to use in the garden, as well as weekly trips to the soft play centre. These help children to learn to use their bodies in different ways and to understand the importance of being active as part of a healthy life-style. Children are always closely supervised and this ensures they develop the confidence to try new things. For example, toddlers confidently step out because they know the childminder is close by to gently support them if they need it. Older children know not to run in the house and carefully carry their lunch plates into the kitchen.

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	3

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	3
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	3
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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