

Inspection report for early years provision

Unique reference number	EY362119
Inspection date	18/05/2011
Inspector	Christine Armstrong
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 2007. She lives with her husband and their child aged six, in Solihull, West Midlands. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play happily and make good progress in their learning and development in this inclusive setting. Strong partnerships with parents and other settings support continuity of children's care and learning. Most policies and procedures are effectively implemented to safeguard children's safety and welfare. The childminder is continually seeking ways to improve her service and this provides a strong basis for continual improvement in outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 30/05/2011

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

- ensure all things that children come into contact with are included in the risk assessment
- enhance children's learning by increasing opportunities for them to mark-make as they play.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is effectively promoted and protected. The childminder has attended training events and developed a strong understanding of child protection issues. She has devised a very clear and comprehensive written policy and procedure that is shared with parents. This helps to ensure all appropriate action is taken to safeguard children. Comprehensive risk assessments are undertaken to ensure children's safety when they are out on trips. For example, the childminder makes daily risk assessments of local road works and makes suitable changes to her route to minimise any risk to children. She also undertakes individual risk assessments for each child which also identify how children can learn about their own safety. Within the home hazards are identified and minimised. However, not all things that children come into contact with are included on the risk assessment to ensure all steps have been taken to minimise any potential hazard. Arrangements to minimise cross-infection and support children's good health are comprehensive and effective.

The childminder provides a fully inclusive service. The hall of the childminder's house is used very effectively to create a wonderful welcoming environment to all children and their families. Photographs of children who attend and have attended the setting are displayed with welcome signs from around the world. This provides a clear message that everyone is welcome in this setting. Very strong emphasis is placed on working in partnership with parents. The childminder uses regular questionnaires to seek and respond to parent's wishes and views. Good quality information is displayed for parents, detailing the children's service and information about the Early Years Foundation Stage. A monthly newsletter is produced detailing information about children's experiences and future activity plans. Daily diaries, time to talk and text messaging provide ample daily opportunities to exchange information with parents. Learning journeys provide parents with detailed information about precise ways they can support their child's learning. Most of the information required to support children's welfare is obtained from parents. However, information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child has not been obtained. This is a breach of requirement.

The childminder develops effective partnership with other settings to support continuity of care for children who also attend other early years provision. She develops effective partnerships with other agencies to ensure suitable equipment is sourced to support care and inclusion for children who have special educational needs and/or disabilities. The childminder is continually looking for ways of increasing her range of resources in order to support children's learning. For example, she makes laminated pictorial prompts to support children's awareness of healthy lifestyles and to promote children's expression of emotions. The developing range of positive images help children develop positive attitude to similarities and differences in themselves and others.

The childminder is clearly committed to continually improving her practice and

outcomes for children. She is able to self-evaluate her service and identify areas for improvement. For example, she intends to look at ways of improving her outdoor space which will enhance children's learning outdoors. She makes good links with Local Authority advisors and attends regular training events. She makes good use of literature to update and develop her knowledge and understanding the Early Years Foundation Stage requirements and good practice guidance. The recommendation made at the last inspection had been fully met to ensure all procedures are in place in the event of a complaint from parents. This contributes to safeguarding children's welfare.

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

Children make good progress in their learning and development because the childminder has a strong understanding of how children learn and how she can support them. She identifies, in partnership with parents, each child's individual needs, interest and ability. Children's progress and next steps in learning are identified through insightful observational assessments. The environment, care and activities are planned around each child's needs. For example, the childminder organises quiet times midday, which allows younger children to follow their own daily routine to sleep and rest at this time.

The childminder effectively supports children in developing skills for the future. She provides lots of opportunities to develop children's interest and enjoyment in books. For instance, when children take part in planting seeds to grow cress they also listen to stories and learn songs about how things and people grow. When children approach the childminder to share a book, she asks them if they want to hear the story or talk about what is happening in the pictures. When children choose to talk about the pictures, the childminder is skilled in capturing the opportunity to ask children questions. This challenges them to express their thoughts and ideas about what they see and think is happening. As a result of this good role modelling, children are active learners, asking questions to find things out. This effectively promotes children's communication skills and all other areas of learning. Children's skills are further promoted when they first arrive at the setting and take part in identifying their name plate to post through the posting box. Shapes and colours are also used alongside printed names to include younger and less able children in this activity. A daily weather chart is used well to promote further children's interest in print, number and time. Mark making is supported through craft activities, however, this area of learning is not supported as children play independently. The childminder promotes children's interest and understanding of simple technology through a varied range of toys. For example, she encourages children to take an interest in a reflection of a spider that is created on the tent by a torch. Play mobile phones attract children's interest and provide opportunities for them to imitate what they observe in daily life, such as sending and reading text messages and making and receiving calls.

Children enjoy a fun harmonious environment where they are supported to take turns, share, value and consider others and take care of their environment. They benefit from taking part in activities in the local community, for example, visiting

the local police and fire stations. This helps them to develop their social skills and understanding about safety and the wider world. Children particularly enjoy imaginative play and the childminder supports this by providing small world resources that reflect children's interest and capture their imagination. For example, children's interest in a fireman television character is supported with dressing-up clothes hats and play fire extinguishers. This helps children to develop an understanding of what they see and experience. Children also develop problem-solving and self-help skills and control over their bodies as they develop the skill of putting on trousers and tops. The childminder recognises these achievements with praise and fun stickers which help to promote children's self-esteem and confidence.

Children are encouraged to take a part in daily routines, including tidying the toys away. They are active in and outdoors and a range of pictorial prompts around the environment encourage discussion about healthy eating. This supports their independence and self-esteem and awareness of safety and healthy lifestyles.

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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