

Inspection report for early years provision

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Inspection date	11/09/2009
Inspector	Valerie Fane
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 in Rednal, Birmingham. The whole of the ground floor and the bathroom on the first floor are used for childminding. Accessibility to the premises is up two steps. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. There is a pet rabbit.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. When working with another childminder they can care for a maximum of eight children in total, of which six may be in the early years age group. There are currently eight children attending who are within the Early Years Foundation Stage (EYFS). One attends full-time and the others attend on a part-time basis. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well and develop a close relationship with the childminder, her co-minder and with other children who attend. Their welfare needs are met because the childminder's practice is inclusive and she works in partnership with their parents to ensure that she understands their individual needs. The childminder has made a number of improvements to the provision since the last inspection but she has not carried out an overall self-evaluation of her practice. As a result, two welfare requirements regarding documentation are not met and one policy document has not been updated to reflect a recent change of premises. Children make good progress in their learning and development because the childminder has a relevant Level 3 qualification and has a secure understanding of how to plan and provide activities to support children's learning.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment for the premises clearly stating when it was carried out, who conducted it, date of review and any action taken following a review or incident (Documentation) 25/09/2009
- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with (Documentation). 25/09/2009

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

- improve the systems for the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement
- update the child protection policy with regard to references to the correct local authority.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has recently attended safeguarding training so she has a good understanding of the possible signs of abuse and the procedures to follow if she was to have concerns about a child in her care. For example, she keeps a written record of children's existing injuries. She has recently moved into a different local authority and she has obtained the relevant guidelines but she has not updated her written safeguarding procedures accordingly.

Children have benefited from a number of improvements since the last inspection and the childminder has a clear vision to maintain high standards of care. She has met the recommendations that were made and in particular she has carefully monitored the conservatory in her new property to ensure that the temperature does not become excessive. She has attended training on the EYFS and she has a relevant Level 3 qualification so children use well-organised resources and enjoy interesting play opportunities that support their learning and development well. However, she has not carried out an overall self-evaluation of her provision and as a result two of the welfare requirements of the EYFS are not met. Children receive care in a home that is entirely safe and secure because the childminder has carried out detailed visual risk assessments of the premises and has compiled a written list of daily safety checks for the garden. However, the EYFS requirements regarding the recording of risk assessments for the premises are not fully met. Children are supervised well at all times and the childminder has completed written risk assessments for all outings.

Children benefit from continuity of care because the childminder works in partnership with their parents or carers to get to know them well and to find out their individual needs. When they first attend she asks for information about their daily routines and their development progress. However, the written information collected does not include all the required details about children's parents or carers. She is aware of ongoing changes because she talks to parents each day when they collect their children. Children are able to continue their learning at home because they take home a daily diary sheet that tells parents about their day, activities they have enjoyed and their progress. Parents are aware that they can see children's observation records at any time. The childminder does not currently care for any children who also attend other early years provision or who have the support of outside agencies. She understands the importance of working in partnership with others to meet the needs of children attending other providers or those with special educational needs and/or disabilities.

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

Children settle quickly and form good relationships with both childminders and with their peers. They receive individual care and attention. They sleep and feed according to their needs and parents' routines. They gain some awareness of healthy eating because the childminder provides nutritious snacks such as a bowl of apple, raisins and bread sticks. They take part in food tasting sessions where they try unusual foods such as star fruit or sweet potato. They have regular opportunities for fresh air and exercise because they like to play in the garden and they go on long walks to the Lickey Hills. They have additional exercise indoors because they visit a local soft play area once a week. They are protected from cross infection because they have individual hand towels to dry their hands and they develop their understanding of personal safety through every day routines because the childminder teaches them to use the stairs safely.

Children behave well because the childminder supports and encourages good behaviour. Younger children learn to share toys and the childminder shows them how to use an egg timer to help them understand how to take turns. Children are enthusiastic learners and enjoy the interesting selection of toys provided by the childminder. They make good progress towards the early learning goals because the childminder works with her co-minder to observe and assess their response to different activities, identify their next steps in learning and plan activities to support these. She talks knowledgeably about children's learning needs in different areas. For example, she extends children's physical development by encouraging them to jump on the trampoline and by getting them to walk rather than to ride in the pushchair when they are out.

Two-year-olds choose to play outside with the sand. They use tools such as spades and forks to move the sand into different containers and they learn how to make a sand castle with some support from the childminder. They use mathematical language in their play as they gleefully announce 'It's a big one!'. Indoors they enjoy drawing and colouring with felt pens of their choice and they talk enthusiastically about their pictures as they draw them.

Babies learn to make age-appropriate puzzles. They manipulate the shapes and fit them into the tray. They talk about the objects and learn to identify the pictures. Children of all ages enjoy an interesting range of creative activities. They like painting and colouring and they explore different media such as jelly, pasta and corn flour. They use technology appropriate to their age so babies press the buttons on electronic story books, pre-school children like to use toys such as the cash register as part of their role play and older children use the computer competently to access age-appropriate activities on children's websites. Younger children develop their language because they have music sessions with the childminder and join in with the words and actions of favourite songs such as 'Walking through the jungle'. Older children talk about going to school and share their experiences with the childminder after they have been for a visit. These activities support their development of skills for the future.

Children learn about other cultures because they play with toys, such as books and dolls, that reflect our diverse society. They take part in activities to celebrate different festivals such as Chinese New Year when they dress up, do colouring activities and taste prawn crackers and other Chinese food.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children adopt healthy lifestyles	3
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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