

Inspection report for early years provision

Unique reference number	EY380519
Inspection date	01/04/2009
Inspector	Janet Ann Keeling
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and two children aged six and eight years in Rubery, South Birmingham. The kitchen, dining room, conservatory and downstairs bathroom are used for childminding purposes. There is access to a fully enclosed garden for outdoor play. The premises are accessible via the front entrance with one step up into the porch.

The childminder is registered to care for a maximum of five children at any one time. There are currently three children on roll, of whom, two are within the Early Years Foundation Stage (EYFS). This provision is also registered, by Ofsted, on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school to take and collect children. The childminder attends local pre-school groups and takes children on regular outings to the library and other local amenities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides a welcoming and stimulating environment where children are provided with good quality care. Practice is inclusive, with any specific requirements discussed and agreed with parents. Children make very good progress in their learning and development as the childminder ensures that children's play is purposeful and fully supports their individual learning needs. All required documentation is in place, although, whilst risk assessments are completed they do not fully identify and minimise all potential hazards to children. The childminder demonstrates a very positive attitude towards continuous development.

What steps need to be taken to improve provision further?

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

- ensure reasonable steps are taken to minimise identified hazards both indoors and outdoors with particular reference to; access to the the electrical cupboard in the hallway and gates leading to the rear of the garden area
- ensure that children's starting points are established on admission in order to plan for their individual needs and next steps in their learning.

The leadership and management of the early years provision

Children are cared for by a knowledgeable childminder who demonstrates a very professional approach to her role. She is fully committed to building on her professional skills by prioritising further training and by implementing a self-evaluation system. Well-written policies and procedures are in place and implemented effectively to fully support children's well-being. Children's individual

needs are effectively supported through established daily routines and flexible planning.

The childminder has effective procedures in place to help children and their parents settle into their new environment. Children benefit from the warm and relaxed relationships that have been established between their parents and the childminder. The daily exchange of information, both verbally and through a written diary, ensures that children's changing needs are consistently met. Parents are kept up-to-date with their child's progress as the childminder shares children's individual daily records of the child's learning and has recently introduced 'Learning Stories' which contain a record of children's work. Children benefit from the excellent levels of individual attention that they receive from the childminder. Parents say, they are very happy with the excellent care and learning opportunities that are provided for their children.

Children are very well safeguarded as the childminder has a good understanding of her role and responsibilities whilst protecting children in her care. She is aware of the procedures to follow should she be concerned about a child in her care. Effective vetting procedures are in place to ensure that all adults in the household are suitable to be in contact with the children. Regular risk assessments are completed by the childminder although, they do not fully minimise all identified hazards to children. For example, children are able to access the gated area at rear of the garden which potentially impacts on their safety.

The quality and standards of the early years provision

Children benefit from a stimulating environment and from the childminder's sound knowledge of how to develop learning through play. Children are confident and happy in the childminder's care. They freely choose what they want to do and spend quality time forming strong relationships with the childminder. All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with children's parents. Well established daily routines ensure that children develop good hygiene practices, they are reminded to wash their hands before meals and snacks and are provided with individual towels which minimise the risk of cross infection. The childminder helps children to develop a good understanding of how to stay safe. For example, whilst out walking children learn about road safety as the childminder talks to them about the highway code.

Children behave in a manner that is supportive to their learning, they develop confidence and self-esteem because the childminder gives regular praise, encouragement and support. Consequently, children learn to share, take turns and show consideration for each other. House rules are displayed and are supported by picture cards which help the younger children to understand and learn about the boundaries for positive behaviour. Children are beginning to develop an understanding of the wider world through planned activities, discussions with the childminder and through access to a range of resources that are representative of diversity.

The childminder demonstrates a good working knowledge and understanding of the EYFS and how to promote children's learning and development. As a result, children make very good progress towards the early learning goals. However, systems are not yet in place to identify children's starting points in their learning on admission to the provision. Children's progress is well promoted as the childminder plans purposeful play and first hand learning opportunities both indoors and outdoors. For example, they regularly visit the library where they choose their own books and show great delight as they blow bubbles in the garden and watch them as they float into the sky! The childminder has a comprehensive understanding of the children's individual needs as she observes, records and evaluates information regularly.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.