

Inspection report for early years provision

Unique reference number	EY382684
Inspection date	03/04/2009
Inspector	Kashma Patel
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 registered in 2008 and lives in Birmingham with her partner and their four-year-old son. Children have access to the lounge-dinning area and the bathroom on the first floor. There is no access to the kitchen and other bedrooms on the first floor. The premises can be accessed by one small step at the front of the home. There is a fully enclosed garden available for outside play.

The childminder is currently minding three children on a part-time basis, and is registered for five children in total, with three children in the early age range. She is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder is able to take and collect children from the school. She is a member of the National Childminding Association and has a Level 3 qualification in early years.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder ensures children's individual needs are met well, which enables them to make good progress in all aspects of their development. Practice is inclusive where all children are treated with equal concern. Partnership with parents and other carers is developing well through regular attendance at local pre-school and childminding groups in the community. The childminder clearly demonstrates a capacity to improve outcomes for children through a process of self-evaluation and ongoing training.

What steps need to be taken to improve provision further?

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

- ensure observations and assessments are used to plan for the next step in children's learning

The leadership and management of the early years provision

Robust safeguarding procedures and strategies are in place to ensure children's well-being is promoted in the setting. For example, the childminder has a early years qualifications and is undertaking further training at Level 4. Documentation to safeguard individual children is in place, which includes who has legal responsibility and consent for medical emergency advice and treatment. A good range of well written policies which are accessible to parents ensure they are well informed of the child care service offered. Children are safe because a risk assessment is in place which takes into account children's safety whilst on outings and being transported in the car. Positive relationships are forming with parents and other carers delivering the Early Years Foundation Stage (EYFS), which contributes to children's well-being.

The quality and standards of the early years provision

Children are cared for in a well organised, homely and spacious environment. Good use is made of the available space to allow children to move freely inside the home. The garden to the rear of the property is fully enclosed and offers children a great space for outdoor play. The childminder works in partnership with parents to ensure she has all the essential information on the children's individual needs. She carries out regular observations and collects her evidence of children's achievements by taking photographs. She carefully records what areas children are progressing in their assessment folders, however, it is not clear how this information is used to plan for future activities and the next stage in children's learning. The childminder has clear documentation for recording children's attendance, any accidents that happen whilst in her care and for administering medication.

The childminder encourages children's language development by constantly talking to children whilst playing with them. She asks questions to encourage them to think and develop their creativity. A good range of role-play equipment, which includes 'small-world' toys and interactive books, is accessible to promote children's imagination. Skills in problem solving are developing and being reinforced through routine activities. For example, the childminder talks to children about different colours and positional language whilst sorting out different sized cups. They learn about numbers as they count the fishes in the tank and talk about the colours. Children learn about living things as they dig in the garden searching for worms and by planting and caring for herbs in pots. They are learning how to manage their own behaviour through age appropriate strategies such as distraction and reward. They are learning to share and take turns with toys and equipment.

Children have regular opportunities to explore their local environment as they attend various pre-school groups and go to the local park, where they access the large climbing apparatus. They develop their fine motor skills as they access suitable equipment, such as painting tools and chunky crayons, which are easy for small hands to grasp. All food is freshly prepared on the premises with in accordance with children's individual dietary requirements. Meal times are sociable occasions, where all children sit at the table in their booster child seats, which allow them to be fully involved. Children are becoming independent as they feed themselves with little support from the childminder.

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 registration.

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.