

Inspection report for early years provision

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Inspection date	16/12/2010
Inspector	Elaine Poulton
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 registered in 2008. She lives with her husband and two children aged five and six in Northfield, Birmingham. The whole of the property is used for childminding purposes. There is a fully enclosed garden for outdoor play. There are shops and schools within walking distance. The family has a cat.

The childminder is registered to care for a maximum of four children under eight years at any one time. She is currently minding six children on a part time basis. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She currently cares for children with learning difficulties and/or disabilities.

She has an appropriate Level 3 early years qualification and is a member of the National Childminding Association. She is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder has a strong knowledge of how to support and encourage them. Most policies, permissions and procedures in place are clear to ensure children are included, safeguarded and their good health promoted. Positive relationships are developing with parents and also with other professionals who deliver the early years foundation stage. The childminder demonstrates a good commitment to ongoing improvement. She is also developing self-evaluation systems effectively to ensure all the welfare and learning requirements are met.

What steps need to be taken to improve provision further?

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

- develop further the systems for planning to ensure the expectations for children's learning and development are linked to the Early Years Foundation Stage
- clarify the information obtained about who has legal contact with the child and who has parental responsibility for the child.

The effectiveness of leadership and management of the early years provision

The childminder knows of her responsibility to ensure that all people living in the house are appropriately vetted. She understands her role in safeguarding children and the procedures she must follow if she were to have a concern about a child in

her care. She has a good settling in procedure and this helps younger children feel comfortable and familiar in the surroundings. She has effective arrangements to exchange information with parents to safeguard and promote the good health and welfare of children and has implemented some well-written policies and procedures. However, information about who has legal contact with the child and who has parental responsibility is not clearly recorded to ensure that children are fully safe and secure. Children are encouraged to pick up toys from the floor and to tidy away resources after use to keep the floor space free from tripping hazards. They are also encouraged to be mindful of climbing on child sized furniture. This helps them develop their understanding of keeping safe. The childminder maintains a written risk assessment, carries out regular emergency evacuations of the premises and holds a current paediatric first aid certificate. All these measures help to promote children's safety and welfare in the setting.

The childminder's positive attitude towards diversity ensures that children and their families feel included, safe and valued. She understands the importance of developing effective relationships with parents, other providers and agencies who promote the Early Years Foundation Stage. For example, good links are developing with the local childrens centre and pre-school group which in turn supports the transition to nursery. Children benefit from the care and individual attention they receive from the childminder. For example, she shares her time equally between the children and they receive consistent praise for their achievements.

There is a stimulating range of good quality resources that are easily accessible indoor and outdoors. This enables children to make suitable choices and decisions in their play. There is a varied range of activities and resources to support children to become aware of peoples differences and similarities within the wider community.

One parent commented 'My youngest child is a typical energetic, boisterous and mischievous toddler and I worried about whether or not a childminder would be able to cope with his limitless energy. However, the childminder provides clear disciplinary boundaries, stimulating and fun activities such as spending lots of time in the garden or park. She has provided learning experiences and his speech is developing well and I have noticed a significant change in his behaviour and development. My eldest child is the opposite as she likes to have time after school dedicated to her to be able to speak about her day and her friends. The childminder gives me the peace of mind that I need to be able to return to work knowing my children are well cared for'.

The childminder holds an appropriate Level 3 early years qualification and is keen to drive and secure continued improvement in her setting in order to improve all outcomes for children. She is booked on training in January 2011 in areas, such as, safeguarding and Early Years Foundation Stage training to develop further her awareness, knowledge and understanding of childcare issues. She has devised a written self-evaluation document and intends to use this system to reflect continuously on her strengths and areas for improvement.

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

Children benefit from a warm, welcoming environment where they settle well and enjoy their time with the childminder. They make good progress in their learning because the childminder plans and provides a purposeful range of adult and child-lead experiences inside and outdoors. However, not all plans link fully to the six areas of learning and the early learning goals. She exchanges information with parents with regard to children's lifestyles and interests which ensures outcomes for all children are good. Digital photographs capture planned learning activities in the setting and are used purposefully in individual learning journeys to document children's progress.

Younger children's speech and language skills are well supported as they play because the childminder is on hand to model language and encourage their listening and communication skills. A stimulating range of small world resources provide continuous opportunities for children to play imaginatively. The attractive range of interactive resources that include battery operated toys provide opportunities for children to develop their interest in basic technology and to develop skills for the future. Children have good opportunities to come into contact with the outdoor environment and the natural world around them. For example, they go to the park, nature centre and on train rides.

Children access resources according to their different interests. Toddlers enjoy physical and energetic activities. For example, they play at shops and open, close, pull and press the keys on money tills. These activities help encourage children to become curious and active learners. There is also time for quiet and more relaxed play where children settle and select their favourite books to read together with the childminder. Young children are introduced to sensory experiences, such as, moulding play dough into different shapes, painting, digging, chalking and water painting. These activities support the development of their fine manipulative skills and larger movements.

Children are learning about living a healthy lifestyle through planned activities and discussions. For example, they learn how to wash and dry their hands after visiting the bathroom, they have a balanced and nutritious diet and enjoy physical exercise in the fresh air.

The childminder encourages appropriate behaviour through consistent prompts and gentle reminders that she gives during play activities. A key strength in this setting is the system she has developed to set boundaries that children can understand. Acceptable behaviour is reinforced through basic 'rules' which encourage younger children to share and be kind to one another and older children to learn to play cooperatively and to take responsibility to resolve disagreements themselves. This enables all children to be treated fairly and to consider the needs of others and respect boundaries.

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