

Inspection report for early years provision

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Inspection date	12/05/2011
Inspector	Elaine Hayward
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 2009, having previously been registered in 2005. She lives with her two children aged 13 and 16 years, and one teenager in the Quinton area of Birmingham. The whole of the childminder's house apart from the main bedroom is available for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The childminder is currently caring for three children in the early years age range who attend part time. She also offers care to children aged over five to ten years before and after school and during school holidays. The childminder makes use of local facilities including the library, toddler groups, parks and shops and is able to take and collect children from local schools and nurseries.

The childminder holds an appropriate level 3 qualification and 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 are happy and secure in the childminder's care, making satisfactory progress in their learning and development. The childminder knows each child's individual needs as she develops a close relationship with parents and works in partnership with other professionals to promote continuity of care and learning. She has made satisfactory progress since her last inspection, with all requirements in place. However, although she shows commitment to making continuous improvements, her process of self-evaluation is not yet fully effective to ensure this is sustained.

What steps need to be taken to improve provision further?

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

- develop further understanding of children's development
- analyse observations to help plan children's next steps
- ensure a balance of opportunities is provided to support children's development across all areas of learning
- develop further understanding and engage in informed reflective practice.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has sound knowledge and understanding to ensure children are monitored and kept safe. The childminder knows the procedures to take should she have concerns about a child. She is secure in her knowledge to ensure that effective vetting procedures are in place and with regard to supervising the children in her care. She is very aware of potential hazards and risk assessments, including outings which are clearly in place to ensure children's safety.

The childminder organises her routines and resources satisfactorily to support children's care and learning. She spends much of each day using facilities and resources outside her home in the local area. The childminder has a clear range of policies and procedures which are shared with parents. Since her last inspection, the childminder has made improvements in her provision, including to ensure that her provision is safe and with a current first aid certificate now in place. She is beginning to reflect upon her provision, identifying strengths and some areas for improvement. However, she has not yet devised her own system for her self-evaluation to be fully effective and robust enough to clearly identify areas for future development in order to improve outcomes for children.

The childminder promotes equality and diversity through sound practice, encouraging children to respect themselves and others. She develops close partnerships with parents. As a result, the childminder gets to know each child's individual needs. She keeps parents informed of their children's activities through full daily discussions and photographs by phone. Parents speak very highly of the childminder and of the care and support she provides for their children. The childminder links with parents regarding children's provision at other settings they attend which are some distance away from her in order to promote continuity in their development and learning. She also links with other childminders frequently, working with other professionals to support children's care and development. The childminder clearly understands the importance of working in partnership with parents and other professionals to support children with special educational needs and disabilities.

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

Children are happy and content in the childminder's care. They feel safe and secure with her because she gets to know them as individuals and provides them with a warm and caring environment. Children interact positively with the childminder, with hugs and cuddles evident. They love it as the childminder eagerly joins in with their play and brushes their hair, transforming their look with slides and accessories. They beam with delight as she tells them they look beautiful!

Children make satisfactory progress in their learning and development. The

childminder understands that children learn through play and her knowledge of children's personal preferences ensures that care routines and individual needs are met. The childminder however, has not yet completely developed the implementation of the Early Years Foundation Stage and children's learning and development. She does not always record or fully reflect upon the implications of her observations of children's activities. As a result, the childminder does not clearly analyse her observations of children's play and learning in order to plan the next steps in their learning. She makes extensive use of local amenities and provides some resources and activities in her home in order to facilitate children's learning. however, there is not a clear balance of opportunities across all areas of learning in order to support children's development.

Children spend much of their time out and about when they learn about keeping safe with fluorescent wrist bands and the use of wrist straps where appropriate. They enjoy their daily opportunities to be outdoors as they visit parks where they have plenty of space to run around or flex their muscles as they play on the equipment. They observe nature as they visit nearby country parks. They learn about keeping healthy as they walk to and from school. Children learn about the wider world, enjoying the frequent opportunities to go on the bus, for example, they experience new sights and opportunities in the busy city centre, relaxing for a picnic by a fountain. They are thrilled to travel on a train!

Children are well-behaved and learn to respect themselves and others, learning to understand right from wrong. They respond to the childminder's praise, raising their self-esteem. They eagerly tidy toys away in readiness for snack time, with very young children mimicking older ones. They help too, by putting the toys away in the box. Children learn about healthy foods as they help prepare fruit for their snack. Older children can then be seen carefully carrying the finished plate into the kitchen in readiness for washing up. Children's social skills are extended as they meet up with other childminders and their minded children at local centres.

The childminder encourages the development of children's language, communication and literacy skills both in the home and through frequent visits to the library. She reinforces words and language of very young children as they look at books together. She reinforces the word 'sheep' with lovely responses when she asks what a sheep says. The childminder quite naturally reinforces sounds of letters as they talk about a snowman picture a child is about to colour and asks what else begins with the sound 's'. The childminder asks questions to make them think. Children learn about colours as she holds up different coloured crayons and they decide whether to colour the spade red so that it can be seen in the snow or be 'daring and use shocking pink'! Children are developing skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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