

Inspection report for early years provision

Unique reference number	EY406405
Inspection date	01/12/2010
Inspector	Rebecca Johnson
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2010. She lives with her family in Halesowen in area of Dudley. The whole of the ground floor and rear bedroom are available for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the early years age range. Older children may also attend. There is currently three children on roll, of which one child is within the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children can be taken to and collected from local schools and pre-school groups. The family has two guinea pigs.

The childminder is able to support children with special educational needs and/or disabilities and those for whom English is an additional language. The childminder receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care where they are well supported and making good progress in their learning and development. Children are valued and respected as individuals and their specific needs recognised and met well in most respects. Positive relationships with parents and other professionals are fostered in order to identify and meet children's individual needs and ensure continuity of care. The childminder is beginning to reflect on her own practice and is proactive in extending her knowledge and skills.

What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her role in protecting the children in her care. Her knowledge and awareness of safeguarding policies and procedures ensures children are fully protected. Premises are safe and secure and the childminder has a good understanding of how to promote children's safety. Detailed risk

assessments, which cover all areas used by children and outings they participate in, ensure that any potential risks to children have been minimised. Resources are effectively deployed to maximise and support children's learning and development. Children are able to easily and safely choose from a wide range of toys which are stored in containers labelled with the name and picture of the activity they hold. The childminder is successful in identifying and addressing differences in children's achievements to ensure that they make good progress in line with their starting points and capabilities.

The childminder is well qualified and attends training to update her knowledge and enhance her good practice. She is committed to providing a high level of care and education to ensure the best possible outcomes for the children. Activities are organised around daily routines to enable the childminder to effectively accommodate the individual needs of the children attending.

All documentation which contributes to the children's health, safety and welfare is in place. Policies and procedures enhance the childminder's good practice and are shared with parents. The childminder works in partnership with parents to ensure that children's individual needs are routinely met. She shares information daily, both verbally and through the use of a daily diary. This maintains consistency between home and minding environments and helps children to settle well. Links with other professionals who deliver the Early Years Foundation Stage have been forged to ensure continuity where children attend more than one setting.

The childminder promotes equality and diversity well to help children to become aware of the society in which they live. This enables them to learn and develop respect for themselves and each other. The childminder is beginning to identify the strengths and weaknesses of her practice. However, this has yet to be fully embedded to ensure that continuous improvement is sustained to improve outcomes for children.

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

Children are cared for in a warm and caring environment, where they benefit from good support and encouragement to enjoy and achieve. Children are happy and secure in the childminder's care. They interact positively with her and actively seek her out to participate in activities, for example, when playing with the fire engines and putting up the tent. The childminder is very much aware that children learn through play and the day is planned to ensure that children have fun and enjoy the time they spend with her. She encourages them to choose activities for themselves and then intersperses these with adult-initiated play and questions to further enhance children's learning and development. Her flexible planning develops through the interests and play preferences of children. This ensures that they receive a balance of child-led and adult-initiated activities along with opportunities to access quiet, active, indoor and outdoor activities within their daily routine. However, systems to observe and evaluate children's progress in order to plan activities for the next steps of learning and ensure that children make progress at a pace suitable to their individual needs are not fully implemented.

Children develop self-esteem as the childminder offers praise and encouragement at all times. They develop a positive attitude to learning because the childminder spends time talking to them and shows an interest in everything they do. She is always close at hand with praise for every achievement, no matter how small. Children enjoy a range of activities which cover all areas of learning. They especially enjoy imaginary play, dressing-up as fire fighters in musical hats and pretending to put out fires. Children are beginning to build positive relationships with their peers. They play games to encourage turn taking and listen to the childminder as she sensitively reminds them to share and play nicely together.

Children are cared for in a warm, welcoming, clean and safe environment and there are good procedures in place to protect them from illness and infection. They are beginning to learn about their own personal hygiene. They wash their hands at appropriate times throughout the day using individually coloured flannels. Children are developing healthy lifestyles. They access outdoors on a daily basis either playing in the garden or walking to the local park. Snacks of fresh or tinned fruit and regular drinks ensure that children are well nourished and are beginning to learn about healthy eating.

Children learn to keep themselves safe as they practise evacuation procedures and the childminder sensitively reminds children about playing safely. The uniqueness of each child is recognised due to the childminder's good understanding of children's individual needs and her wholly inclusive practice where all children are valued and made to feel welcome.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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