

Inspection report for early years provision

Unique reference number	EY407160
Inspection date	05/10/2010
Inspector	Mary Kelly
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 and lives in Small Heath with her husband and two children aged nine and seven years. They live near to shops, parks, schools and local public transport. The childminder's home is easily accessible via one step. All of the ground floor of the home, except the kitchen, is used for childminding. The bathroom is located on the first floor.

The childminder is registered to care for a maximum of five children under eight years at any time. There are currently three children on roll, who all attend part-time. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to take and collect children from local schools. Procedures are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. The childminder receives support from the local authority. She is a member of the National Childminding Association and has an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled and content within this homely setting where they have opportunities to make good progress within the Early Years Foundation Stage. The childminder has an early years qualification and has a good awareness of the six areas of learning. She gives good attention to ensuring her practice is inclusive and values and respects children's individual personalities. All documentation is in place and policies and procedure are detailed and clear, ensuring children's safety and well-being. Even though the childminder has only recently begun minding, she has made meaningful links with other settings, parents and carers. The childminder has a clear vision as to where she would like to take her service and is continuing to develop systems to further evaluate her practice.

What steps need to be taken to improve provision further?

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

- continue to develop observational assessments in order to plan for children's next steps of learning
- ensure that regular evacuation drills are carried out
- improve the systems for the organisation of the setting by developing the use of self-evaluation to identify the strengths and areas for developing and to include the views of all service users.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as the childminder is fully aware of her duty to protect the children in her care. She has a good understanding of the signs and symptoms of abuse and neglect. She has detailed procedures in place covering reporting procedures and shares this information with parents and carers. Children play safely within this welcoming environment because the childminder is vigilant and ensures that all adults have undergone Criminal Records Bureau checks confirming their suitability. Detailed risk assessments cover all areas of the home, garden and outings and daily visual checks are in place also.

Children's attendance is clearly recorded and reflects their arrival and departure times. The childminder demonstrates a positive attitude to inclusion. She encourages the children to develop an understanding and sensitivity to each others cultural backgrounds. The childminder is well organised and makes good use of available space in the home. Consequently children respond well to the now-familiar routine and choose freely from a number of resources and are able to direct their own play.

Parents and carers receive detailed information about the service provided through verbal feedback, policies and procedures. The level of communication is good and the childminder feels that she has built good relationships with parents and carers. The childminder has made links with the local school, where one of the children attends, to ensure that they are both providing continuity of care and a two-way flow of information. Settling-in procedures are flexible and ensure that the needs of the children are met. The children commented that they enjoy coming to the childminder's home.

The childminder has a childcare qualification and uses this to ensure that she fully informs her practice. Although she has recently begun childminding, she demonstrates that she is committed to developing and improving her practice. She has clear ideas of the areas she would like to improve, but due to the short time in her role of childminding she has not formally recorded her self-evaluation.

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

Children make good progress within the Early Years Foundation Stage because the childminder has fully embraced the framework using her knowledge as a former practitioner. The childminder plans an inclusive learning programme for all children taking into account their individual learning needs. Children's learning journals contain observations and assessments, however children's individual next steps of learning are not yet highlighted. The journals act as a summary of children's progress and are used to keep parents and carers well informed. The childminder works closely with parents, carers and other settings to ensure that effective information is exchanged and individual children's needs are met.

Children enjoy reading stories and books and enjoy quiet times during the afternoon. They are aware that print carries meaning and more able children are very confident when reading a story to the childminder. All children are welcomed within the home and resources reflecting positive images are available and the childminder is currently planning how she will celebrate cultural festivals with the children to develop their understanding. There are procedures in place to ensure that children with special educational needs and/or disabilities would be supported.

The childminder manages children's behaviour well, giving clear explanations of boundaries and space to calm down if required. Positive behaviour is rewarded with stickers which the children love. The children share resources and interact well with each other. They demonstrate good social skills as they say please and thank you appropriately and are courteous when talking to each other and the childminder. Children build with plastic bricks in sequence to make structures, naming colours whilst building. Children enjoy creative activities, and especially love the hand painting, talking about the colours they make when mixing the colours on their hands. The minded children have access to the family computer in the quiet room and use appropriate software to support their learning. Overall, children have good opportunity to develop skills to support their future learning.

Children's welfare is well promoted as the childminder has clear systems in place for recording accidents, incidents and medication. The childminder is aware that she needs to ensure that her first aid certificate is always up to date. Detailed documentation is in place to support children's needs. For example, children's records indicate any specific individual requirements and the childminder is aware who has parental responsibility and legal contact.

Children are aware of safety whilst at the childminder's home and know that they do not enter the kitchen area unless going to the garden when they are supervised by the childminder. All children are aware of how to stay safe when out walking and talk about road safety. Fire safety is given sufficient consideration, as the childminder has discussed the emergency evacuation with the children; however they have not yet practised this procedure. Children have a good understanding of hygiene practices as they are encouraged to wash their hands prior to eating snacks, after messy play and after using the toilet.

Healthy eating is encouraged and the parents are asked to provide healthy snacks for their children, such as fruit. Children can access their drinks at any time ensuring that they remain sufficiently hydrated. Children have daily opportunities for fresh air and exercise as good use is made of the childminder's garden area.

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	3
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
--	---

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

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
---	-----

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