

Inspection report for early years provision

Unique reference number	EY417591
Inspection date	20/07/2011
Inspector	Lucy Showell
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 husband and two children aged seven and 12 years. They live in the Acocks Green area of Birmingham. The whole of the ground floor of the property is used for childminding. First floor rooms are not used except for access to bathroom facilities. There is a fully enclosed garden available for outside play. Children can be taken to and collected from a nearby school, nursery and pre-schools.

The childminder is registered to care for a maximum of five children at any one time. She is currently caring for three children in the Early Years Foundation Stage age range. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a child-friendly environment where all children and their parents are valued. Children's individuality is recognised by the childminder who obtains useful information regarding requirements and preferences to ensure their individual needs are inclusively met. Most required documentation is in place to safeguard and promote the welfare of the children. Children make sound progress in their learning through a good range of activities which supports their development. The childminder demonstrates some capacity for continuous improvement through reflecting on her practice and attending training to improve her knowledge and skills further.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide information for parents on safeguarding children so that any concerns regarding children's welfare are effectively promoted (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 08/08/2011

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review
- increase awareness of responsibilities under the food hygiene legislation including registration with the relevant Local Authority Environmental Health

Department.

The effectiveness of leadership and management of the early years provision

Children are adequately safeguarded because the childminder has appropriate understanding of her child protection responsibilities. However, the procedure document is not available at inspection. Consequently, children may not be fully protected because the childminder does not have the relevant information in place to enable her to deal with any concerns about a child's safety. Evidence showing appropriate suitability and vetting checks are in place and systems are used to verify visitors within her home. Space is organised well and the childminder checks her home regularly to ensure hazards are kept to a minimum. Children's safety is further assured through appropriate equipment used, such as safety gates and smoke alarms. The record of the risk assessment used includes all the required data with all hazards to children identified. Children are developing awareness of their own and other's safety. For example, they take care with resources at the setting and show a responsible attitude when choosing and clearing away toys. There are sufficient resources available which are suitable and safe for the ages of children attending.

The childminder understands her responsibilities with regard to conditions of registration. She has satisfactory knowledge of the Early Years Foundation Stage criteria gained through discussions with other professionals and through reviewing the documentation available. She has not yet started to review her practice, although, she has identified some of the strengths of her provision and possible areas for development. As a result, she has attended relevant training and intends to book on future workshops and courses for later this year. Whilst the childminder does not currently care for children attending other settings or children with special educational needs and/or disabilities she is aware of her responsibility to communicate effectively with other professionals. The childminder cares well for children who speak English as an additional language by communicating effectively in their home language and interpreting into English to aid understanding. She works well with parents forming a two-way flow of communication supported through some well-written policies and procedures. Information is obtained from parents before care commences regarding children's health and welfare needs and daily news is shared effectively. Appropriate records are maintained for accidents and existing injuries and parental consents are in place.

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

Children are settled in this comfortable and caring environment. They learn importance of keeping safe as they receive gentle reminders during play and good behaviour is encouraged through positive reinforcement. Children enjoy a range of healthy meals. For example, for lunch they have chicken with vegetables and pasta in a tomato sauce and fruit yoghurt for pudding. Children access additional snacks of fresh fruit and savoury snacks and individual drinks are always within reach.

This ensures they are suitably nourished and well hydrated. Whilst meals are prepared effectively, the childminder is not fully aware of her responsibilities to register with the relevant Local Authority Environmental Health Department. Individual care needs, such as nappy changes and sleep routines are adhered to effectively. Space is organised well and provides children with opportunities for messy play, free and physical activities and relaxation or sleep. Children's sense of belonging is promoted as they are encouraged to self-select from the range of toys available which are age-appropriate and promote positive images of diversity.

The childminder recognises children's developmental achievements through observations during play. This information is used to assess development in relation to the six areas of learning, recorded effectively and used to plan for children's progress. Children's learning through play is supported by the childminder who interacts well with them by asking appropriate questions and responding positively to their communications. For example, she asks the children to name the pictures and identify letters and numbers on the jigsaw as they complete it together. Whilst playing with the cars, the childminder asks children to identify the different colours of cars, count them and uses positional language as the children place them in lines. They take time to sit and draw or colour, taking turns to select the colours they wish to use. They enjoy listening to stories sitting on the sofa with the childminder and waiting to turn the pages and guess what will happen next. Experiences, such as regular attendances at soft play activity centres or on the school run, provide children with developing awareness of their community and occasions to explore and investigate in the world around them. Outside opportunities are offered in most weathers, such as visits to local parks where they enjoy a variety of play equipment or nature walks. In the garden, children enjoy jumping on the trampoline, sitting in the swing and throwing and catching balls. Overall, children are progressing well through the good balance of adult-led and freely-chosen or child-initiated activities.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 08/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Arrangements for safeguarding children) 08/08/2011