

Inspection report for early years provision

Unique reference number	EY422376
Inspection date	20/09/2011
Inspector	Sally Smith
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 2011. She lives with her husband and two children aged six years and 22 months in Kings Heath, Birmingham. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, who attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and compulsory and voluntary 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 good.

Children's safety, welfare and development are generally supported well. The childminder establishes warm, trusting partnerships with parents valuing their contributions to ensure the needs of children are met. She is aware of the importance of liaising with other early years professionals to provide consistency of care when the need arises. The childminder regularly reflects on her practice, identifying ongoing areas for improvement. She is aware of what is required in terms of resources and good practice in order to fully promote positive outcomes for all children. She takes great pride in all areas of her work, attending training and networking with local childminders to constantly improve the quality of her service.

What steps need to be taken to improve provision further?

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

- support children's understanding of the wider world by expanding the range of resources to reflect the diversity of children and adults within and beyond the setting
- improve safety further by carrying out regular evacuation drills.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates good awareness of safeguarding issues and competent knowledge in identifying signs and symptoms of abuse. She is aware of the procedures to follow to ensure prompt action is taken so that children are

protected from harm. A written policy outlines the childminder's responsibility in safeguarding children whilst in her care. She has attended training in order to update her knowledge of all safeguarding issues. Appropriate checks are undertaken for all adults in the household to ensure they are suitable to have contact with children. A risk assessment is undertaken to minimise hazards within the childminder's home and she ensures that children are safe when out and about. Children are well supervised and the childminder has safety equipment in place creating a safe environment where children can move freely. The childminder has a clearly defined procedure for the emergency evacuation of the premises which is regularly discussed with children. However, these have not yet been practised to ensure that all children are safe in the event of a fire.

Children's play opportunities are maximised through the effective planning of space, time and resources. Furniture is organised to enable children to move around freely and safely and they access good quality toys and resources that generally supports their learning and development well. The play areas are warm, welcoming and conducive for learning. The childminder promotes equal opportunities, ensuring that all children and families feel included and safe. Children are developing a positive awareness of themselves and others as they learn about people's differences. There are no children attending who have special educational needs and/or disabilities or for whom English is an additional language. However, the childminder understands the importance of working with parents, carers and other professionals to provide appropriate support for such children when the need arises.

A daily exchange of information, both verbally and through written formats, ensure that parents are kept well informed of the service provided by the childminder. Parents regularly contribute to their children's daily learning records. As a result, children receive consistency of care. Parents' evenings and/or meetings, access to their children's learning journal and regular discussion about their next steps, ensure parents are kept well informed about their children's progress and learning. Parents comment very positively on the high standard of care the childminder provides.

The childminder is very enthusiastic about what she does and is beginning to establish links with other local childminders to exchange ideas. The childminder reflects on her practice, clearly identifying any weaknesses and demonstrates the capacity to tackle these effectively. Since registration, the childminder has attended various training courses and is keen to ensure this is ongoing. She is very motivated and fully committed to promote positive outcomes for all children in her care.

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

The childminder interacts extremely well and provides high levels of support and encouragement. She has formed strong loving relationships with children and they

interact positively with adults. She consistently offers praise and this encourages children's positive behaviour. As a result, children are at ease in the setting and clearly enjoy their time with the childminder. She is very attentive and flexible in her approach, providing skilful support to encourage their learning. For example, a child takes a packet of pasta out of the cupboard so the childminder suggests tipping the pasta into a large bowl which she places on the floor. The childminder sits back and observes as the children explore the texture and sound the pasta makes as they swirl it round the bowl. She chats purposefully with children and they attempt to reproduce words sounded out by her. For example, the childminder says 'swish swish' and children respond 'wish, wish'. As a result language skills are promoted well. To build on children's interests, the childminder provides them each with a plastic bottle, helping to sustain and extend their efforts. Children carefully push the pasta through the bottle opening and tip the pasta back in the bowl, repeating this happily over and over again. They then take the initiative in their learning as they line up plates, cups and saucers from the role play area and fill these with the pasta. Children enjoy the active involvement of the childminder as her positive interaction enhances their enjoyment and increases opportunities for learning. She makes further suggestions for extending the range of resources and subtly introduces new vocabulary. Children also use sign language to communicate and express their needs, signing 'enough' and 'drink' at mealtimes and often sign to each other.

The childminder uses the Early Years Foundation Stage documentation well and ensures that children explore a broad range of experiences across all six areas of learning. She focuses on monitoring the progress children make through regular observations, ensuring target setting is securely based on assessment information to provide effective challenge and support. Parents' contributions assist the childminder in planning a suitable range of activities based on children's interests. Learning records include many photographs illustrating the extensive range of activities they enjoy whilst with the childminder.

Children's personal, social and emotional development is fostered well. They learn to dress and undress themselves, placing their shoes in the designated basket on arrival. They use whisks and spoons to make cakes and learn how to handle tools safely. They sit at the table to eat their meals then gradually learn how to get down from their chair unassisted by the childminder. Children use cameras and make videos which they download onto the computer to view their exploits. This helps children to develop fundamental skills they will need for the future. Skilful use of the environment around them and walks in the local community support children's learning. For example, they discuss the birds, animals and insects they see on their travels and on their way home they count buses and cars to develop their number skills. Regular outdoor play, regardless of the weather contributes to children gaining plenty of fresh air and exercise, thus promoting a healthy lifestyle. Often children take the musical instruments outside or use the decking as a stage to sing and dance. They are beginning to learn about themselves and the wider community through general discussion, exploring various festivals and special days although resources that show positive images of diversity and disability are still quite limited. However, the childminder regularly takes the children to the local library where they explore a range of books that reflect people's differences and dual languages.

Children develop high levels of confidence and self-esteem because the childminder gives regular praise, encouragement and support. Children behave very well and respond to requests to tidying up resources when required. They are learning to share and take turns, thanking each other when this applies. Children learn about hygiene routines and demonstrate their understanding of what is appropriate. For example, a child drops her spoon on the floor whilst eating lunch and says 'uh oh, keen, keen' implying that she needs a clean spoon. Children have plenty of drinks to keep them hydrated and a wide variety of healthy and nutritious vegetarian meals and snacks. They learn about healthy choices as they help to make muffins packed with fruit which they learn is a substitute for sugar. Overall, children thrive in the childminder's care and develop a positive disposition to learn.

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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