

Inspection report for early years provision

Unique reference number	EY427382
Inspection date	29/11/2011
Inspector	Patricia Dawes
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 has been registered since June 2011. She lives with her husband and child aged one year in a residential suburb on the western side of Birmingham. Areas of the ground floor of the childminder's home are used for childminding and there is a fully enclosed garden for outside play. The house is accessed by six steps at the front door.

This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children under eight years of age at any one time, three of whom may be in the early years age range. There are currently two children on roll in this age group. Older children are also cared for.

The childminder holds a recognised childcare qualification. She makes use of local facilities, such as toddler groups, parks, shops and library. The childminder is a member of the National Childminding Association and also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the childminder gathers useful information on children's individual needs to promote inclusion and support their learning and development. Most documentation is maintained well and all relevant policies and procedures are reflective of practice and suitably implemented. Successful partnerships are developing between the childminder, parents and other agencies, ensuring children's unique needs are met. The childminder understands her strengths and identifies suitable areas for development. The childminder has made good progress to develop her service since registration and is proactive in extending her knowledge and skills which demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- begin to plan for personalised learning by making learning plans for each child based on information gained from discussions with their parents.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect because the childminder has a clear and detailed policy which explains her role. She is aware of her responsibility to refer any concerns she may have about children's welfare. She has all the necessary information to be able to take the appropriate action if necessary. All relevant policies and procedures are in place and the childminder conducts daily visual checks. However, one aspect of required documentation is not detailed fully to include all areas children access in the childminder's home, with particular regard to plants in the garden. This has the potential to compromise children's safety and welfare. The childminder takes emergency information with her when taking children out and about in the community. Regular fire drills are practised and evaluated, so that children know how to keep themselves safe in an emergency. All records are comprehensive and systematic and are stored appropriately to ensure confidentiality.

The childminder is friendly and caring and this helps children to feel at ease in the setting and secure. Children are happy to play independently and the childminder is always close at hand to offer support. Excellent use is made of space in the home to provide a wide range of different activities and experiences. Good quality resources are varied and used extremely well. Toys are arranged in low-level baskets to enable children to access them independently. Children are encouraged to share resources and develop an understanding of each other's needs. This significantly supports children to achieve planned goals. The childminder has a good understanding of how to help children learn about a wider society as children explore the local environment and regularly attend other groups and play venues to socialise. This helps them develop their social skills and confidence. She demonstrates a positive attitude to inclusion and offers a warm welcome to all children. Resources that reflect positive images of diversity are available and continually being extended.

The childminder is developing a very successful working relationship with parents. She works closely with parents from the outset, gathering key information about children's individual care needs and interests to help them settle in. Parents are given the policies when they start, to keep them informed of practice. Regular informal discussions and written diaries keep parents up to date about their child's daily routine and achievements. The childminder recognises the importance of working with other professionals in order to meet the needs of children and support children's continuity of care and learning. She is aware of making appropriate links with the local nursery when the need arises.

The childminder reflects on her practice and makes changes as required to benefit the outcomes for children. For example, she has completed an evaluation of the quality of the provision and has already implemented some improvements since becoming registered. She is keen to develop an approach that reflects on how her practice improves outcomes for children, such as attending training to update her knowledge and understanding of safeguarding and inclusive practice. She

demonstrates a commitment to improving her practice and has a clear achievable vision for the future such as becoming a local authority accredited childminder.

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

Children receive good levels of support to secure their progress towards the early learning goals. The childminder is effective in her interaction as she has a clear understanding of where children need support. She records very useful and relevant information about what children's next stage of learning is and what support they need. The childminder then successfully uses this information to plan either adult-led activities or how she will support children's learning through free play. The childminder undertakes significant observation on the children during activities and records information in a learning journal. However this does not contain sufficient information to clearly indicate how the information gathered from parents when child starts, such as abilities, interests and family background, is used to begin planning for children's learning. This has the potential to hinder children's progress.

Younger children are happy and settled in the childminder's care. They readily seek comfort and reassurance and enjoy her joining in with their play. They are comfortable in the environment and move around freely. Children's language development is well supported by the childminder through positive interaction. For example, she helps children as they sort shapes to fit into a shape sorter, or learn new nursery rhymes or look at books. They are encouraged to join in conversations during play and attempt to repeat new words. As a result, they make good progress in their communication, language and literacy. Children are developing creative skills as they use paint to produce leaf prints or patterns using stamps. They learn to count and recognise colours as they match and sort different toys into groups or complete simple jigsaws. All of this promotes and encourages their early writing skills and numeracy.

Children's awareness of people's differences is promoted as they freely access resources that reflect cultural diversity and disability. Outings in the community also benefit children's knowledge of the wider world. Children show an interest in nature, for example visiting animals in the local botanical gardens or park. Children's experiences of caring for the environment, such as planting and growing flowers or vegetables, have yet to be explored. However the childminder is keen to offer children activities to promote learning and development of nature. Children's physical skills develop effectively through regular opportunities for fresh air and exercise as they use the outdoor play equipment at the park, or the childminder's garden set out as an obstacle course. They go to local amenities, such as playgroups, the library and different soft play venues to take part in music and movement sessions. These offer sufficient resources and challenges to advance their physical skills.

Children's behaviour is suitably managed as the childminder employs appropriate methods to help children to learn about right and wrong. For example, a stern voice with younger children and a reward system for older children. As a result,

they develop good self-esteem and understand when they have done well as they receive praise and recognition for their achievements. Children routinely follow good hygiene practices, such as washing hands before eating and after toileting. They enjoy the benefits of nutritious and well-balanced foods and drinks which the childminder provides. Children are effectively supported to learn about safety as the childminder gives clear explanations of why something is not safe. For example, picking up toys from the floor to avoid trips and falls, climbing over furniture or not putting items in their mouths. They learn to keep themselves safe through practical daily routines and the childminder's guidance on the dangers of traffic and strangers when on outings.

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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