

Inspection report for early years provision

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Inspection date	22/05/2012
Inspector	Diane Ashplant
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.

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Description of the childminding

The childminder was registered in 2011. She lives with her husband and two children aged 11 months and six years in Castle Bromwich, Birmingham. The whole of the ground floor and the bathroom on the first floor is used for childminding purposes. There is an enclosed garden available for outside play. The childminder takes and collects children from the local school and nursery. The family have a tortoise inside in a tank and also fish in a secure enclosed pond in the garden.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register 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. The childminder is currently looking after two children, of whom one is in the early years age range, and also her young niece.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has settled into childminding well and provides a welcoming, family environment where children's welfare is generally well supported. Children are able to engage in a variety of play opportunities to extend and develop their interest and learning. The childminder provides an inclusive environment and works with parents to ensure she gets to know children and meets their needs. She has completed all the required training to support continuous improvement and has started to use self-evaluation to reflect on her practice. Partnership with parents is open and friendly and the childminder has made links with others to support outcomes for children.

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 and activities to reflect diversity
- review procedures for hand washing to further minimise the risk of cross infection.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has a clear understanding of her role and responsibilities to protect children from potential harm or neglect and how to pass on concerns appropriately. She had attended training in this area to cement her knowledge and awareness. Other procedures, such as safe collection and discussion about parental responsibility are routinely carried out to further safeguard children. The childminder maintains a very clean and safe environment

for children which is well maintained and organised both inside and outside. She use both visual and written means as part of her risk assessment, reviewing and updating these as necessary. All the required training has been completed to support continuous improvement and the childminder uses various methods to self-evaluate her practice, including discussion with other early years practitioners and parents. The childminder is aware that all adults around children must either be suitably checked or closely supervised. The childminder has drawn up the documentation needed to support the efficient management of her childminding business and these are mostly well maintained.

The childminder provides a welcoming environment for all children with easy access to a range of resources to support independent choices. However, opportunities to extend children's knowledge of the wider world through play and activities are rather limited at present. Children move freely between the rooms and have regular use of the outdoor area. The childminder has some experience of children with specific needs and knows the importance of working closely with parents, as well as linking with other professionals if appropriate. She makes good use of community facilities and other early years groups to provide a greater variety of play and social experiences for the children.

Partnership with parents is open and friendly and the childminder talks generally about the children's day on collection. Most information is exchanged at registration which sometimes includes the children's interests, this helps to aid an easy settling-in process. Children take work home to share with parents and a daily record of routine information is completed for younger children. The childminder is aware of the importance of making links with others, such as the nursery teacher, to share information and support aspects of a child's development and has started to put this into practice.

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

Children are well settled in this environment where their overall welfare and development is well supported by the childminder. Children move confidently around the different rooms and garden as they are aware of keeping themselves and others safe, such as, keeping grapes away from little ones in case they get them stuck in their throats. They role play the action to take in the event of a fire and regularly talk about the 'green cross code' when out walking. The childminder is aware of the importance of promoting children's health through diet, and, although parents mostly provide the food, she encourages children to have fruit from the fruit bowl and to have regular drinks, making these readily available at all times and when they are outside in the sun. Children are encouraged in routine practices, such as, washing hands after using the toilet or occasionally touching the tortoise, although, the use of a shared towel does not fully protect them from the risk of cross infection. Children are encouraged to behave well by clear guidelines and providing explanations of why certain actions are not preferable. Children are developing their independence as they take themselves to the toilet or tidy and put away toys and are learning to share toys and take turns. Children

have a variety of resources to support their play and also benefit from attendance at other early years groups and by going to the library and the park.

Children's needs are well met as the childminder is respectful of them and their individual routines, for example, understanding that after a busy morning at nursery, children want to unwind in free play activities. Children enjoy physical play on the outdoor equipment and develop their spatial awareness and coordination skills as they go to the park or attend activity and exercise sessions. They are learning to problem solve as they select pieces for the puzzle, use shape sorters or try and work out how to use the different play tools on the work bench. They discover why items sink and float during water play. The childminder encourages developing language skills through conversation, reading books or joining in with songs and rhymes. Children have access to a range of creative resources to develop their imagination and self-expression such as colouring, drawing and sticking. They enjoy making items for special events, such as a card for Mother's Day. They mimic adult roles as they play in the playhouse outside, pretending to cook food or to set the table. The childminder uses routine tasks, such as walks from school to encourage children to observe the world around them, to recognise colours and practise their counting skills. She has collected together different natural and textured items to develop their senses.

The childminder provides a balance of children's choice and adult engagement, suggesting items they may want to try out and using play to extend their development. They are comfortable and content in her care which helps them to settle happily and to engage. She observes children as they play and captures this in photos or in written comments. These are then linked to the different early learning goals and used to identify children's next steps. She has also started using this to track and highlight their progress and items of children's work are collected together in their development folders to share with parents.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children make a positive contribution	3
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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