

Inspection report for early years provision

Unique reference number	EY370468
Inspection date	24/11/2008
Inspector	Ann Doreen Burford
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder was registered in 2008. She lives with her husband and three children aged 11, nine and eight years in Rubery, Birmingham. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available. The childminder is able to take and collect children from local schools and pre-schools. The childminder has a goldfish. Access to the property is via a step to the front entrance.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. There are currently two children attending who are within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 12 years. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children enjoy their time at the setting because of the close attention they receive from the childminder and their participation in a broad range of activities. The organisation of the premises and the wealth of written policies and procedures mostly enhances the quality of the service available for children and families. The childminder promotes inclusive practice for children by identifying each families values, practices, preferences and attitudes so the individual needs of children are met. The childminder has only recently commenced minding so the strategy for identifying the strengths and weaknesses is still in its infancy but ways of making continuous improvement are being initiated.

What steps need to be taken to improve provision further?

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

- improve the system to record children's details, specifically who has parental responsibility
- improve the strategy for working in partnership with other providers who share care of children
- develop the system further to evaluate the strengths and weaknesses of the provision and identify how improvements can be made.

The leadership and management of the early years provision

Children's health and well-being benefits from the organisational skills of the childminder and her assistant. They have worked together to develop the cohesive range of policies and procedures which are mostly clear, concise and accurately inform the high standard of care. The childminder has attended safeguarding children awareness raising and understands her role in keeping children safe.

However, the record keeping required to safeguard children does not always clearly record who has parental responsibility.

Each child's individual needs and starting points are discussed with parents so an individual 'learning journey' can be initiated to support children's developmental needs. The childminder has completed training on how to observe and plan activities. She has started to use this information effectively and has begun to complete observations and assessments. This is then used to inform the planning of a broad range of activities for children.

Close partnerships with parents ensures they are fully informed about the childcare service available. All parents are provided with copies of all the policies and procedures, these are regularly updated and parents are provided with any relevant new information. There is a process for sharing observations and plans with parents including how parents can be involved in their child's learning. However, the system to share information with other provision involved in the care of the child is not fully developed. This potentially compromises the opportunities to help children reach their full potential. The childminder has thought through her strategies to ensure inclusion of children and families who may speak a different language to herself.

The childminder is committed to providing high quality care and has already accessed some relevant training sessions. Although the childminder has identified some improvements and liaises with the local authority on how these can be addressed, the evaluation strategy is not fully effective in evaluating the childminding service.

The quality and standards of the early years provision

Children participate in a broad range of activities that support their learning and development. The childminder identifies each child's starting point and uses this in her planning effectively. A particular strength in this setting is how the childminder helps children to develop their understanding of acceptable behaviour and respect of others. Consistent strategies are followed so children begin to understand the boundaries and house rules. This approach helps children to become enthusiastic learners. There is a well equipped play room where children can easily access many of the resources for themselves as they become independent. Children make many decisions about the types of activities and games they wish to play because there is a suitable balance between adult and child-led activities.

Children mostly form good relationships with adults and peers. They have ample opportunity to socialise and develop an awareness of their own needs and that of others. Board games and imaginative role play are used to help children learn to share and take turns as they develop an awareness of the needs of others. Interaction with the childminder encourages children to become confident communicators because they understand their opinions and ideas are listened to and respected. The childminder asks questions and encourages children to talk about their own experiences and feelings. Respect for their own and other cultures and beliefs are promoted through a range of exciting activities and interesting

resources.

Healthy eating and good table manners are well promoted. Children understand how to sit at the table and are involved in choices of meals and snacks. The location of the childminder enables her to organise outings to the local woods and play areas so children participate in many opportunities to experience outdoor life, fresh air and exercise. Children are quite independent in taking care of their personal needs and understand the need to wash their hands after using the toilet and before eating. Children learn how to keep themselves safe through everyday activities. For example, they walk to school and pre-schools when they learn about road safety. They help to keep the play room safe by putting toys away when they wish to change their choice of toys. Clear risk assessments are regularly completed to ensure the indoor and outdoor areas are safe. Children cannot access the first and second floor as a safety gate is at the bottom of the stairs.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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: 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 voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop an action plan to show how a level 2 qualification will be achieved by 2011 (Qualifications and training).

01/12/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.