

Inspection report for early years provision

Unique reference number	EY376123
Inspection date	22/04/2009
Inspector	Janet Ann Keeling
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 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 their two children aged four and one years in Castle Bromwich, Solihull. The whole of the ground floor together with the first floor bathroom and back bedroom are used for childminding purposes. There is access to an enclosed garden for outdoor play. The premises are accessible via the front entrance with one step up into the porch.

The childminder is registered to care for a maximum of four children at any one time. There is currently one child on roll who is within the Early Years Foundation Stage. The provision is also registered by Ofsted, on the compulsory and voluntary parts of the Childcare Register.

The childminder attends local pre-school groups and takes children on regular outings. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in the childminder's care. The childminder has a good knowledge of the Early Years Foundation Stage (EYFS) and as a result confidently meets most of the requirements. Children are supported in making good progress in their learning and development and participate in a wide range of stimulating activities. Practice is inclusive, with any specific requirements discussed and agreed with parents. All required documentation is in place, although, whilst risk assessments are completed they do not fully minimise all hazards to children. The childminder demonstrates a very positive attitude and commitment to continuous development.

What steps need to be taken to improve provision further?

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

- ensure reasonable steps are taken to minimise all identified hazards in the garden with particular reference to; items stored at the side of the house and other tools and equipment that pose a hazard to children
- ensure that children's starting points in their learning are established on admission and that information gained through observation is regularly evaluated and used to plan for the next steps in their learning.

The leadership and management of the early years provision

Children are cared for by a knowledgeable childminder who demonstrates a professional and committed approach to her role. Children's individual needs are effectively supported through established daily routines and flexible planning. The childminder has introduced a weekly routine and activity planner which is displayed in the playroom; this information enables parents to see what activities their

children are involved in and can use this information to support their children's learning and development at home. Well written policies and procedures are in place and shared with parents on admission to the setting. The childminder also ensures that all the required written consent forms are in place and well-maintained.

The childminder has effective procedures in place to help children and their parents settle into their new environment. Children benefit from the positive relationships that have been established between their parents and the childminder. The daily exchange of information, both verbally and through a written diary, ensures that children's changing needs are consistently met. Parents are kept up-to-date with their child's progress as the childminder shares their individual learning documents. Children benefit from the good levels of individual attention that they receive from the childminder. The childminder has recently introduced parent questionnaires to gain feedback from parents regarding the quality of care provided for their child. Information gained, will be used to feed into the childminder's self-evaluation.

Children are safeguarded as the childminder has a good understanding of her role and responsibilities whilst protecting children in her care. She is aware of the procedures to follow should she be concerned about a child in her care. Effective vetting procedures are in place to ensure that all adults in the household are suitable to be in contact with the children and a record of visitors to the home has also been established. Regular risk assessments are completed by the childminder although, the daily risk assessment does not fully minimise all identified hazards in the garden which may impact on the children's safety.

The quality and standards of the early years provision

Children benefit from a stimulating and child-friendly learning environment and from the childminder's knowledge of how to develop learning through play. Children are confident and happy in the childminder's care. The childminder promotes children's good health by encouraging good personal hygiene and cleanliness within the home. Children receive healthy meals and snacks and have daily opportunities to play in the fresh air. All children are valued and treated with equal concern. Any specific requirements are shared and met sensitively in discussion with children's parents. The childminder helps children to develop a good understanding of how to stay safe. For example, whilst out walking children learn about road safety as the childminder talks to them about the 'highway code' and also reminds the children about 'stranger danger'.

Children develop confidence and self-esteem because the childminder gives regular praise, encouragement and support. The house rules are displayed in the playroom which clearly identify boundaries for good behaviour, for example, 'we share', 'respect our toys' and 'be kind to each other'. The childminder provides an inclusive environment where each child is valued as an individual. The childminder has a positive approach towards working with children who may have learning difficulties and / or disabilities and is aware of systems she should have in place to support their learning and development.

The childminder has a good understanding of children's individual needs and how children learn and develop, as a result, children make good progress towards the early learning goals. On admission, parents provide initial information on their child's general welfare and preferences, although, this does not include details on their stages of development. Therefore, the childminder is unable to identify children's starting points which may have an impact in identifying children's next steps in their learning. The childminder effectively records ongoing observations of children's progress, evidence is both written and through photographic evidence. These documents are shared with parents regularly ensuring they are kept fully informed of their child's progress.

The organisation of the day provides children with a good balance of activities to support their differing needs. For example, active and quiet times and opportunities to play indoors and outdoors. Children have good opportunities to visit places of interest such as the local pre-school groups, the 'Wacky Warehouse' the local children's centre and the park. Children's communication, language and literacy skills are well supported as children enjoy looking at books with the childminder and have access to colourful and bright wall displays which include, the alphabet line and children's named work. Children's physical skills are well supported as they access an excellent range of play equipment in the garden, for example, the climbing frame, mini ball-pool, trampoline and small bikes.

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.	2

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?	2
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

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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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