

Inspection report for early years provision

Unique reference number	EY381420
Inspection date	18/05/2009
Inspector	Susan Rogers
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 partner and two children, aged four and five years, in Sutton Coldfield. The whole of the ground floor and one bedroom of the childminder's home are used for childminding and there is a fully enclosed garden for outdoor play. The property is accessed using a small step and there is a ground floor toilet. The location is convenient for schools, parks and shops.

The childminder is registered to care for four children under eight years at any one time, of whom no more than two may be in the early years age group. There are currently four children in this age group being cared for. Care is also offered to children aged over five years. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. She is a member of the National Childminding Association (NCMA) and is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making strong progress in their learning due to the effective assessments, observation and planning in place for individual children. The childminder provides a warm and welcoming environment for all children, that is family-orientated with a wide variety of interesting age-appropriate activities. Effective exchanges of information provide a positive partnership with parents and carers and promote children's learning and their continuity of care. The documentation and risk assessments are currently being developed and mostly protect children's welfare. A system for evaluating the strengths within the setting has been implemented providing the childminder with a realistic view of her strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment is rigorous and covers anything that a child may come into contact with
- ensure children's contracts record all information in respect of their care needs

The leadership and management of the early years provision

A warm and stimulating play environment is provided where children enjoy sufficient space to explore and enjoy varied play experiences. Information on

required policies and procedures is shared with parents and copies are given to them as part of their induction. The childminder understands the need to develop positive links with other professionals involved in the care and education of children. She has good knowledge in respect of the local safeguarding children board procedures of the local authority, being aware of the indicators of abuse and of her responsibilities.

Children are learning to appreciate the dangers of fire through explanations when the emergency evacuation procedures are rehearsed. The childminder has a current paediatric first aid qualification and demonstrates good knowledge of managing minor accidents and attending to children's first aid. Children's individual dietary requirements are considered as the childminder provides aspects of healthy eating within their meals and ensures that children enjoy a varied and interesting diet that reflects different cultures and preferences. The childminder demonstrates a good understanding of the Early Years Foundation Stage framework (EYFS) and implements effective planning, observation and assessments for each child. The equipment is wide ranging, providing children with interesting challenges which promote their effective learning opportunities. Most of the documentation is in place protecting children's welfare. However, some of the children's contracts do not contain sufficient enough information in respect to their care needs and the risk assessments do not fully take into account the larger equipment in the garden which potentially compromises children's welfare.

The childminder has an appreciation of her strengths and weaknesses and is furthering her skills through vocational training. Shared information with parents in respect of their child's assessments, observations and planning promotes children's continuity of care and learning opportunities that accommodate children's individual needs. The childminder is skilled in offering a flexible service that meets with children's and parents varying needs and requirements. Consequently, positive relationships are built with parents through accommodating their needs and sharing detailed information about their child's activities and development. Children's individual needs are consistently shared with their parents, both informally at the end of the session and through good recording systems. Effective links with the local school are well established, promoting children's continuity of care and learning opportunities for older children.

The quality and standards of the early years provision

Children make good progress as they access a wide range of activities and resources that are well suited to their ages and abilities. The effective organisation of the setting ensures that they enjoy varied activities as they explore different play experiences using all areas of the setting. For example, there is a specific playroom for children, larger games such as hopscotch are laid out for them to enjoy in the living room and the dining room is used for messy play and painting activities. There is ready access to the rear garden which children enjoy more challenging play and enjoy the fresh air. This gives children opportunities to develop their muscle strength and mobility. Children are given opportunities to develop their problem-solving and numerical skills through their daily routines and their small muscle skills are developed as they use a variety of lift and pull jigsaws

and craft activities.

Children's language skills are well promoted through a variety of reading activities and the language rich environment where children regularly communicate with each other and the childminder. Children's individual learning preferences are used skilfully to promote further learning opportunities. For example, children enjoy music, dancing and singing, and opportunities are provided through equipment and activities for children to both enjoy and further these skills.

Children's starting points are carefully recorded on their development plans and regularly shared with their parents, promoting their continuity of care. Their assessments, observations and planning take into account children's individual interests and their next steps in their learning. The childminder ensures that children's progress is carefully monitored and suitable activities and challenges are provided to progress their learning and help them move on to the next stage in their development.

Parents are consulted in respect of their child's food preferences and children are provided with healthy and nutritious meals where they are encouraged to sample a variety of foods from other countries. There are opportunities for children to drink regularly, with younger children having easy access to their own drinking cup. Children sleep safely as their routines are carefully monitored and follow parents preferences. Careful consideration is given to cross infection as there are clear routines in respect of hand washing before meals and after using the toilet. Nappy changing procedures are managed hygienically as the childminder wears disposable gloves when changing nappies and children use disposable towels when drying their hands.

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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