

Inspection report for early years provision

Unique reference number	EY369027
Inspection date	20/01/2009
Inspector	Karen Cooper
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 has been registered since 2008. She lives with her partner and two children aged four and 14 years. They live in a house in the Kingstanding area of Birmingham. The location is convenient for parks, shops and schools. The whole of the ground floor and first floor bathroom of the childminder's home is used for minding. A fully enclosed rear garden is available for play.

The childminder is registered to care for a maximum of five children under eight at any one time and is currently caring for two children in the early years age group. The childminder also offers care to children aged over five years. The childminder is registered by Ofsted on the Childcare register. The family have a pet dog.

The childminder has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. Access to the setting is suitable for people with mobility issues. The childminder is able to take and collect children from local schools and pre-schools and is a member of National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a child-friendly environment and a stimulating range of toys and resources, which generally supports and enables children to make progress in their development. All children and parents are welcomed and valued. Children's individual needs are respected and routines are fully discussed with parents and followed by the childminder which ensures that children's welfare needs are appropriately met. Most of the required documentation is in place however, systems for observations and assessments of children's progress have not been fully developed. The childminder is beginning to evaluate her practice to ensure it continually meets the needs of the children and their families.

What steps need to be taken to improve provision further?

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

- develop knowledge and understanding to effectively promote children's learning and development in line with the Early Years Foundation Stage (EYFS) requirements
- improve the range of toys and resources that promote positive images of diversity and differences
- review the procedures with regard to who has parental responsibility for children in attendance.

The leadership and management of the early years provision

The childminder has an appropriate understanding of how to implement the welfare requirements within the Early Years Foundation Stage (EYFS) and has attended training to ensure her knowledge and skills are up-to-date. She organises her day around the needs of the children and includes many opportunities for visits to toddler groups and various amenities within the local community. She has drawn up several policies and procedures which are shared with parents and is beginning to carry out an evaluation of the welfare requirements for the EYFS. However, information with regard to who has legal contact and parental responsibility for each child is not clear.

Effective partnerships with parents have been developed. They are kept up-to-date and informed about their child's development through verbal communication, photographs of the activities that they have been involved in and work taken home. Effective processes are in place for gaining information regarding children's likes and dislikes and the childminder has established links with other practitioners and pre-school groups who also share the care and education of her minded children.

The childminder shows an appropriate understanding of her responsibility to keep children safe from harm and neglect and of the procedures to follow in the event of a child being abused. She is fully aware of the importance of protecting children when outside the home or when around unchecked adults and has appropriate procedures in place for the safe collection of children. Space and resources are effectively organised and daily checks of the home, garden and equipment ensure hazards are kept to a minimum and children are kept safe. Written risk assessments are in place which identify potential hazards and how they are addressed.

The quality and standards of the early years provision

Children are happy, confident and settled. Their sense of belonging is developed through a gradual settling in process. Children are encouraged to self-select from the variety of toys and resources which help to promote their learning and development. However, children's understanding of diversity is hindered due to the limited range of toys and resources that promote positive images of people with disabilities and of other cultures. Children are beginning to share, take turns and good manners are encouraged. The childminder encourages good behaviour through the use of praise and children are content to stay with her.

The childminder regularly talks to parents so she gets to know about their child's likes and dislikes and what they like to do. Daily routines are flexible to meet children's individual needs and the childminder is beginning to use her observations along with photographs to monitor their progress however, this is not yet fully developed to ensure that children can move forward in their development. Children are developing their confidence and beginning to use their independence as they access toys of their choice. For example, they enjoy playing with push-a-

long toys and a variety of programmable toys that make various noises. Children benefit from good individual attention from the childminder and have formed good relationships.

Children learn the importance of staying safe as they play carefully and are reminded of the boundaries that are in place within the home. For example, to sit at the table when eating and not to run indoors in case they should fall and hurt themselves. Space is organised effectively to ensure children are able to eat, sleep and play in comfort. Children's health needs are well met. Accident and medication records are appropriately completed and information is shared with parents.

Children learn to keep themselves clean as they routinely wash their hands before eating and after toileting and are provided with individual towels and liquid soap to ensure the risk of cross contamination is reduced. Food is provided by parents which the childminder ensures is stored appropriately and drinks are made readily available to ensure children remain hydrated. Children's health and welfare needs are discussed fully with parents and the childminder records any information to ensure they are met.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.