

Inspection report for early years provision

Unique reference number	255745
Inspection date	13/03/2009
Inspector	Elenora Griffin
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 registered in 1988. She lives with her husband and two adult children in the Cradley area of Halesowen. The whole ground floor of the childminder's home is used for childminding, with bathroom facilities on the first floor. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years of age at any one time and may also care for older children. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for four children in the early years age group and four older children. She takes and collects children from local schools and nurseries.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and confident in the welcoming environment of the childminder's home. Close partnership working with parents ensures that children's individual needs are generally very well met. Children make good progress in their learning and development, effectively supported by the childminder who ensures that all children are included and are able to fully participate in the setting. The childminder responds positively to recommendations raised and identifies clear priorities for improvement to support the full implementation of the Early Years Foundation Stage. Motivated and committed to supporting children's individual needs the childminder demonstrates a good capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission for the seeking of any necessary emergency medical advice or treatment is in place for all children
- develop systems for ensuring that where children also receive education and care in other settings, they experience continuity and coherence through practitioners sharing relevant information with each other and with parents.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that prior written permission is obtained from parents before any medication is given. (Promoting good health)

27/03/2009

The leadership and management of the early years provision

The childminder is responsive to the needs of children and their families. She ensures that the activities and resources that she provides meet the interests of children and stimulate them to learn. She has evaluated her practice against the Early Years Foundation Stage and identified clear priorities for improvement. Consequently, children are reaping the benefits of new observational assessment systems that focus on their individual needs. However, the childminder's self-evaluation has not ensured that all consents are in place for the promotion of children's health. Although, the childminder always ensures that she has verbal consent from parents prior to administering medication and in the past sought written consent, a recent update to records means that prior written permission is no longer obtained before any medication is given. Despite having written parental permission for the seeking of any necessary emergency medical advice or treatment in place for most children, there is no permission in place for one child who attends.

Children enjoy generally good continuity and consistency of care. This is because the childminder works closely with parents in order to ensure that children's individual needs are well met on a daily basis. Effective information sharing ensures that the childminder has a good understanding of children's individual care needs and routines, and that parents are well informed about the care their child receives and the activities they are involved in. Children's activities and achievements are beautifully recorded in progress records with the use of photographs and samples of art work. These are available for parents to see and will become treasured keepsakes of children's time with the childminder. However, there is limited continuity and coherence of support for some children's individual learning and development needs. These children also receive education and care in other settings. Although the childminder has a good general understanding of children's experiences within these other settings, systems have not been developed for practitioners to share relevant information regarding individual children with each other and with parents.

Children are safeguarded from harm and neglect, and positive steps are taken to promote their safety. The childminder has a good knowledge and understanding of child protection procedures and has guidance from the Local Safeguarding Children's Board in place to refer to. Parents are well informed about the childminder's policy regarding child protection and they sign to confirm that they have read and understood the guide to good practice in child protection that she shares with them.

The quality and standards of the early years provision

Children are happy and settled in the childminder's home. They feel valued and develop a strong sense of belonging. They proudly point out where they hang their coat and belongings and confidently move about the playroom, making choices about what they want to do. Children are developing good communication skills. Using actions and some words, younger children confidently engage the

childminder in their imaginary play, while older children articulately explain their demonstration of how they make the musical footsteps work. Children develop a love for books and sit happily with the childminder as they explore the pages of the wide selection of books available. Children enjoy the attentiveness of the childminder who sensitively engages with them, making very good use of questions and discussions to consolidate and extend children's learning. As they look at books, children are supported by the childminder to make connections between the recent weather they have experienced and the pictures in the book. Children play imaginatively in the childminder's home, playing with small world toys, making tea with the kitchen resources and pretending to be shop keepers. They build and create with small bricks and have fun drawing pictures.

Children make good progress in their learning and development, well supported by the childminder who is developing strong observation and planning systems. The childminder develops a clear understanding of children's interests and abilities which she observes and records in individual progress records. The photographs, observational notes and samples of children's work are all clearly linked to the areas of learning, and based on this information, the childminder plans activities and experiences that will support children's next steps in learning and development. The childminder uses themes in her planning that she feels will interest and stimulate children. Children explore themes such as winter, birds, people that help, emotions and music and language games. Whilst involving children in planned activities the childminder remains flexible in order to take advantage of spontaneous learning opportunities and as a result, children benefit from revisiting the topic of snow when there is real snow outside to play in.

Children are well supported as they develop their knowledge and understanding of their own and others' beliefs and cultures. They learn about Valentines Day, make pancakes for pancake day and find out about Chinese New Year. Children are well behaved, play harmoniously together and take turns, well supported by the praise and encouragement of the childminder. Children enjoy sociable meal times when they sit together to eat. They choose the fruit they want to eat after washing their hands to get the germs off that they know they cannot see. Children develop a good understanding about being healthy and staying safe. They participate in activities about healthy eating and exercise, and enjoy daily opportunities to be active outside. Regular practises of the emergency evacuation procedure mean that children are learning how to keep themselves safe in the event of fire.

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

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 the last inspection.

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.