

Inspection report for early years provision

Unique reference number	504645
Inspection date	23/04/2009
Inspector	Jackie Nation
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 1982. She lives with her adult son and son aged 13 years. The childminder works with her daughter who is an assistant. The family live in the Selly Oak area of Birmingham. The whole ground floor of the childminder's home is used for childminding purposes. Two rooms on the first floor are used for sleep purposes together with access to the bathroom facilities. The premises are accessible via one step at the side entrance. There is a fully enclosed garden available for outside play. The childminder walks to the local school to take and collect children. Her home is within walking distance of a local amenities such as parks and shops. There are systems in place to support children with learning difficulties and/or disabilities.

The childminder is registered to care for a maximum six children under eight years at any one time. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently caring for four children who are within the early years age range and four older child who attend before and after school. All children attend on various days.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and relaxed as the childminder offers warm, affectionate care that supports their welfare and learning. The childminder ensures all children make good progress in all aspects of their development. Inclusive practice is assured and all children are treated with equal concern. The childminder establishes successful partnerships with parents and other providers to ensure continuity of care and learning. She shows a capacity to maintain continuous improvement by reflecting on her practice, although the system for planning, assessments and self-evaluation have yet to be consolidated and evaluated.

What steps need to be taken to improve provision further?

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

- consolidate and evaluate the assessment arrangements to ensure children move on at a pace suitable to their individual needs and ensure all areas of learning are incorporated
- develop the self-evaluation system to ensure that it leads to continuous improvement.

The leadership and management of the early years provision

Children benefit from being cared for by an experienced childminder who is very committed to all the children in her care. She provides a welcoming environment and encourages all children to feel like a part of the family. The childminder has a

good knowledge of child development and is able to support children's learning well. The childminder ensures the environment is fully inclusive, the uniqueness of each child is recognised and their individual needs are well met. Children's welfare is promoted because the childminder has a good understanding of the Local Safeguarding Children Board procedures and demonstrates a commitment to promoting children's safety. She has completed online training and devised a written safeguarding procedure to support her practice. The childminder ensures all members of the household undergo suitability checks to confirm they can have contact with the children. Good attention is given to all aspects of safety within the home. Effective risk assessments are in place for all areas used by the children and for outings. The childminder has a good knowledge of the welfare requirements and meets them fully. Efficient procedures are in place for recording accidents, medication and children's attendance. A comprehensive range of policies and procedures underpin her childminding practice and are shared with parents.

Commitment to improving the childminding service is evident through the childminder's attention to addressing the recommendations set at the previous inspection. The childminder has given consideration as to how she will evaluate her practice, although these systems are new and yet to be consolidated to ensure ongoing continuous improvement. The childminder continues to develop her knowledge of childcare practice by attending training courses. Partnerships with parents and carers are successful and valued by the childminder. Good relationships with all parents and other providers, ensure children receive continuity of care and learning. Parents receive an overview of their child's day and are well informed about their progress through individual 'story books'. Children's records contain relevant information to ensure they are well supported, for example, their likes, dislikes and care routines.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. A good quality learning environment is provided which helps to enhance children's progress and sustain their interest. Children are able to initiate their own play and freely access an extensive range of toys and equipment which they happily explore and investigate. They also have access to a thoughtfully organised outdoor play area. Planning and assessment systems have been introduced and children's progress and attainment is recorded and shared effectively with parents. Planning is flexible and develops through the children's interests and preferences. However, these systems have yet to be consolidated and evaluated to ensure all children move on at a pace suitable to their individual needs and all areas of learning covered. The childminder and her assistant are positive role models and their interaction with the children is very good; they chat easily to all the children and are genuinely interested in what they say and do. This helps build positive relationships and promote children's self-esteem and confidence.

The childminder recognises the learning opportunities in every day activities. Children's communication skills are developing well, they have regular opportunities to listen to stories, look at picture books and sing nursery rhymes. All children have access to mark-making resources, younger children use paint, sand

and crayons, older children like to practise writing their name. Children's understanding of numbers and problem solving is fostered during daily routines and activities such as board games, shape sorters, puzzles and cooking activities. Children access a vast range of materials to develop their creative skills. Older children design patterns for their own 't-shirts' and use cardboard boxes and tubes to make models. All children explore the properties of sand and water, they manipulate dough and express themselves well through painting and role play. Good provision is made for children's physical development and they get pleasure from playing in the garden. A good range of equipment is easily accessible including, a ladder swing, trampoline, see-saw, playhouse, bikes and sit and ride toys. Children learn about the world around them with regular visits to local parks, nature centre and local shops. Their awareness of the wider society is enhanced by accessing a range of resources which show positive images of diversity.

The childminder supports children in learning good behaviours, she has a calm, consistent approach and encourages children to share, take turns and develop positive friendships. Children are praised and encouraged in their achievement and this helps to boost their self-esteem and confidence. Good procedures are in place to prevent the spread of infection, including effective procedures for hand washing at appropriate times and the exclusion of sick children. Appropriate action is taken if a child becomes unwell and parents are kept informed of their child's condition. The childminder and her assistant have current first aid certificates and a first aid box is easily accessible. Good priority is given to successfully developing children's awareness of keeping themselves safe. For instance, they discuss road safety and benefit from practising the fire evacuation procedure. Children's health and well-being are effectively supported, they are protected from the sun while playing outdoors and have opportunities to rest and sleep according to their individual needs. Children's dietary needs are met, parents provide meals for their children, the childminder provides a range of healthy snacks and encourages children to drink plenty of fluids to keep them hydrated.

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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