

## Inspection report for early years provision

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<b>Unique reference number</b>	250164
<b>Inspection date</b>	30/04/2009
<b>Inspector</b>	Rachel Wyatt
<b>Type of setting</b>	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 1994. She lives with her husband and two adult children in Solihull in the West Midlands, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding, with access to first floor rooms for children's sleep and use of the bathroom. There is a ground floor toilet. There are small steps to the main entrance of the property and stairs to the first floor. Children have access to a fully enclosed garden for outside play and opportunities to go on walks and to visit local parks. The family have a dog and some marine fish.

The childminder is registered on the Early Years Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 14 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to and collects them from a local school and nursery. She has a National Vocational Qualification level 2 in Childcare, Learning and Development. The childminder is member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children's welfare, learning and development needs are understood and successfully met by the childminder, so they are supported well, fully included and make good progress. Children are confident and independent, enjoy learning and, in particular, competently manage all aspects of their own personal care, clearly understanding the importance of a healthy lifestyle. Children and families benefit from the childminder's commitment to improvement, for example, in the way she develops her practice in response to her monitoring and reviews of her procedures, and as a result of training she has completed.

## **What steps need to be taken to improve provision further?**

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

- improve assessment procedures further in order to match observations to the expectations of the early learning goals and use the outcomes of assessment to consistently identify appropriate learning priorities for each child
- improve knowledge of the requirements set out in regulations with regard to notifying Ofsted of relevant matters.

## **The leadership and management of the early years provision**

Children benefit from well-organised enjoyable sessions and smoothly run routines. The childminder ensures children experience a varied programme of activities which take account of their interests and, increasingly, of their learning needs. Children are well cared for, especially with regard to their health and hygiene. They are looked after in a clean, comfortable home. Their individual health, medical and dietary needs are clearly understood; the risks of cross-infection are minimised, and children develop a very sound understanding of features of a healthy lifestyle.

The childminder has a generally sound knowledge of the Early Years Foundation Stage (EYFS) welfare requirements, although she is unsure of some of the circumstances when she must notify Ofsted. In all other respects she has robust systems to ensure children are safeguarded. For example, the childminder understands her role to protect them from harm, and is confident to take prompt, appropriate action if she has concerns about a child's welfare. She ensures parents are made aware of her safeguarding role and during discussions and activities she sensitively talks to children about issues relating to their personal well-being.

Children's welfare is also supported because the childminder obtains all required consents and information about them and their families. She has clear, regularly reviewed, procedures to promote children's health and safety, which are discussed and shared with parents. As a result children have prompt, appropriate treatment if they need medication, become unwell or have an accident. They are kept safe because the childminder's home is secure and free from hazards. Children use good quality toys and equipment which they learn to use correctly. They go on well-organised walks and outings when the childminder fosters their awareness of road safety. Regular safety checks and clear risk assessments are completed, with prompt action taken to remove any hazards.

Partnership with parents and others are valued and successful. Parents are well informed about how the childminder is registered and operates. For example, they are encouraged to discuss and read a comprehensive portfolio containing details relating to her and her family's suitability, her training, qualifications and experience, and her written procedures. Parents have regular feedback about their child's activities and experiences, including some opportunities to discuss their progress. The childminder recognises the importance of working with other settings children attend, in order to give children consistency and effective support in their learning and development.

The childminder has broadly effective systems for monitoring and evaluating her provision. From her recently completed self-evaluation of her childminding she has identified areas for development, including her use of assessment. Other well established monitoring systems such as risk assessments and checks promote children's safety. The childminder also seeks and acts on parents' and children's views. She develops her own knowledge and skills through training and by

updating her qualifications, such as recently achieving a National Vocational Qualification level 2 in Childcare, Learning and Development.

## **The quality and standards of the early years provision**

Children are eager to learn. The childminder creates a child-friendly environment, where children decide what they want to play with, and help themselves from an inviting selection of interesting books, games and toys. The childminder also plans and organises a range of worthwhile activities and off-site visits. For example, regular outdoor activities help to extend children's physical skills and stamina as they use different apparatus in parks or go on enjoyable walks. Their interest in the natural world is supported as they feed the ducks, walk in nearby woods, or observe the birds and grow plants in the childminder's garden.

Children make good progress. They feel valued and are keen to take part because activities very much reflect their interests and are achievable because the childminder knows children's starting points as a result of her discussions with parents and her observations. She increasingly uses information from observations to help with planning activities. At times it is not always clear from her assessments what children's learning priorities are or how well they are progressing in relation to some early learning goals. However, in her practice the childminder is adept at supporting and extending children's overall development. They are very much encouraged to be sociable, develop independence and to think creatively. She has a warm rapport with children, chatting easily to them, encouraging their questions, recall and conversations. As a result children become articulate, confident speakers, showing interest and curiosity. They are resourceful because the childminder promotes their decision making and problem solving. For example, children choose what they want to eat and the utensils they need at meal times, and a good selection of games and resources are used successfully to support and extend their understanding of number, shape, colour and size.

Encouraging children's independence is a particular strength and has a very positive impact on their understanding of the importance of being healthy. Children competently manage their personal hygiene, using their individual towel and hair brush, and confidently change their clothes and shoes, putting unused items neatly away. Children know when and why they should wash their hands and they like to help the childminder to clean tables before and after meals. Cooking activities are popular and children are actively involved in discussing and buying the ingredients for these or the fruit for their snacks. They clearly know what constitutes a healthy diet, for instance creating posters which illustrate nutritious and unhealthy foods.

Children behave well. They respond to the childminder's realistic expectations and contribute to agreed 'house rules'. They have positive relationships, make friends, play cooperatively and are polite, kind and helpful. Children develop respect for each other's differing backgrounds, and using a good selection of books and some toys depicting positive images helps them to appreciate other aspects of diversity.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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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