

Inspection report for early years provision

Unique reference number	405356
Inspection date	16/04/2009
Inspector	Jennifer Turner
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 1999. She lives with her 2 children, aged 14 years and 9 years in Sutton Coldfield. The whole of the ground floor of the childminder house is used for childminding and the first floor bathroom. There is a fully enclosed garden available for outside play. The family has two pet gerbils.

The childminder is registered to care for a maximum of six children under eight years and is currently caring for four children who are within the early years age. She is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. She takes and collects children from local schools and nurseries and regularly visits local pre-school groups.

The childminder holds level three qualification in early years and education and is an accredited childminder on the local Children Come First Network and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good with some outstanding aspects. Children enjoy their time with the childminder who provides many opportunities for them to learn and develop in the Early Years Foundation Stage (EYFS). A good range of play and learning opportunities help to meet all children's needs well and keep them actively engaged. Inclusion a key strength and contributes significantly to ensuring that the needs of all children are met and they receive any additional support they need. Effective links with parents and carers and other professionals ensures children's individual needs are met. Systems to monitor and evaluate the quality of the welfare, learning and development of children is in its infancy.

What steps need to be taken to improve provision further?

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

- ensure written consent is obtained from parents for administering specific medication and ensure the first aid box is stocked appropriately
- develop systems for monitoring and evaluating the quality of the provision in order to identify ways to further improve the quality of learning, development and care on an ongoing basis.

The leadership and management of the early years provision

Children's safety and welfare is promoted well within the home. The childminder has a good understanding of the Local Safeguarding Children Board procedures and is confident about what to do if she has any concerns. Regular safety checks and risk assessments are undertaken and recorded, ensuring potential hazards to children both indoors and on outings are minimised. Children with special

educational needs are fully involved in a wide range of activities and opportunities. Their development and care has been excellently promoted through the outstanding loyalty of the childminder. For example, she has been significantly involved in supporting children and their parents and in the implementation of children's Individual Educational Plans by attending review meetings.

The childminder is very experienced and obtains information regarding children's daily routines in order for them to feel happy and settled whilst in her care. Effective links with parents, carers and local schools are fostered helping to promote collaborative working. Commitment to improving the childminding service is evident through the childminder's attention to addressing the recommendation set at the previous inspection. Parents are always well informed about any accidents during the day as there are very good procedures in place for recording these. However, procedures for administering medication lack sufficient details and the first aid equipment is not regularly checked. The childminder has given some consideration as to how she will evaluate her provision and children's learning and development, although systems are new and yet to be consolidated. Children benefit from the childminder's commitment to training to further improve her practice. For example, she has completed a National Vocational Qualification Level 3 in Care, Learning and Development, which helps her to plan activities that promote children's learning.

The quality and standards of the early years provision

Children enter an inviting environment which is organised to enable children to be independent and take initiative as they choose activities and select resources for themselves. The designated play room is brightly decorated and well equipped with a wide range of resources and equipment.

Children learn about the importance of good personal hygiene through well-planned daily routines. Older children know that washing their hands before meals and after using the toilet will prevent germs. Babies and younger children become familiar with hygiene routines whilst having their nappies changed or when having their faces and hands cleaned at meal times. Children enjoy a very wide range of energetic physical activities both indoors and outdoors that contribute to their health and well-being. The children benefit from having opportunities to play in the garden where they can access a good range of equipment including a trampoline which is their favourite outdoor activity.

Children take part in a very broad range of activities during a typical day with the childminder. Routines are flexible and adapted well to meet the needs of the children attending and children are confident, secure and respond well to the childminder. Babies and younger children receive lots of cuddles and have a strong bond with the childminder which increases their sense of well-being. They benefit from routines which are consistent with their experiences at home. They enjoy the textures of natural materials and a good range of creative play which includes painting, playing with shaving foam, sand and water. Babies develop early communication skills as the childminder responds to their sounds during play. Children use language to imagine and recreate roles and experiences, this is evident as they take part in role play pretending to buy items from a role play shop

or cooking in the imaginary kitchen.

Children have many opportunities to be creative, they paint, manipulating play dough and enjoy sticking activities and junk modelling. They learn about the cycle of a butterfly and designed a large display of the story about the 'Hungry Caterpillar'. They like to sing nursery rhymes, dress-up and listen to stories. The childminder is actively involved with the children as they play. She sits and plays with them, supporting and extending their play well, for example, during a game they select furniture and object to put in a house. Child points to a spider and tells the childminder,

" You wouldn't want a spider in your plug hole, would you?". Children's understanding of number is developed through everyday activities. They sing number songs and sort and count objects and enjoy the number Jack books. Children talk about shape, size and colour during their play.

Children make good progress in relation to their capabilities and interests. There are high expectations of behaviour and children develop good habits due to the praise and encouragement they receive from the childminder. They are consulted about their choices and decisions through regular discussion about how their day is planned. Healthy eating is encouraged as the childminder encourages children to eat fruit and they have regular drinks throughout the day. Children bring packed lunches and the childminder talks to parents about healthy eating.

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?	1
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?	1
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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