

Inspection report for early years provision

Unique reference number 254995
Inspection date 23/04/2009
Inspector Permjit Tanda

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 has been registered since 1988. She lives with her husband and two adult children in Great Barr, Birmingham. There are local shops, schools and parks. The whole of the ground floor and the bathroom on the first floor is used for childminding purposes. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years, of whom no more than three may be in the early years age group, an exception to this ratio allows for four children in the early years age group, as identified, to be cared for on particular days throughout the week. Currently there are 12 children on roll, of whom five are in the early years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder holds an NVQ Level 3 qualification in Childcare and Education. She attends local toddler groups and playgroups several times a week with the children. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes all aspects of children's welfare and learning with success. There are effective systems in place to ensure children's safety and well-being. Well-established links with parents/carers and other agencies contributes significantly to ensuring that the needs of all children are very well met and they receive any additional support they need. A practice of self-evaluation ensures priorities for future development are identified and addressed.

What steps need to be taken to improve provision further?

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

- provide a broader range of experiences daily for children to develop their own interests and natural curiosity.

The leadership and management of the early years provision

The childminder efficiently organises her day around the needs of the children and therefore children feel at ease in a homely environment. There are effective procedures in place to ensure all adults having access to children are suitable to do so. Well-developed records, policies and procedures required for the safe and efficient management of the service and to meet the needs of the children and to keep parents fully informed are in place and regularly reviewed. The childminder has a clear understanding of the safeguarding policy and procedure and a commitment to working with other agencies to help protect children, this means

children are safeguarded well. Robust written risk assessments on the environment indoors, outdoors and when the children are on outings means prompt action is taken to manage or eliminate risks.

The childminder strives for improvement and to provide high quality care and education. She holds a Level 3 National Vocational Qualification in Childcare and Education and is currently further enhancing her knowledge and skills through additional relevant training. The provision has improved outcomes for children since the last inspection through implementing the recommendations made, parents are now fully informed of the procedure for dealing with concerns and complaints. The childminder recognises the value of continuous quality improvement and how it impacts on children's achievement and is enthusiastic about questioning practice and testing new ideas.

The childminder works hard to promote a positive attitude towards diversity and difference within all children; through doing this children learn to value different aspects of their own and other people's lives. Children access a good range of resources and activities which promote positive images of race, religion, gender and disability and therefore all children and families feel included and valued. There are effective systems in place to meet children's needs for additional support.

Partnership with parents/carers is very well-established and ensures each child's needs are met. Parents receive comprehensive detailed information about the early years provision and its policies. Parents are kept well informed about their children's achievement and progress and are actively encouraged to be involved in supporting their children's learning and development. This good two-way flow of information helps build close relationships with parents.

The quality and standards of the early years provision

Children are welcomed into an environment where they enjoy a special relationship with a key person, which gives them the reassurance to feel safe and cared for. The childminder has good knowledge and understanding of how to support children to help them make progress towards the early learning goals. Regular systematic observations and assessments of each child's achievements and interests helps the childminder identify learning priorities and plan relevant learning experiences. Clear planning around the six areas of learning ensures all children receive a varied learning experience. However, opportunities for children to freely access a broad range of experiences to further develop their own interests and natural curiosity are not always well incorporated.

Children's personal, social and emotional development is successfully promoted. Children are self-assured and confident within their environment and show a real sense of belonging. They increase their self-help skills through everyday routine and learn to enjoy mutually respectful relationships with the childminder and each other. Younger children benefit from attending regular playgroup sessions with the childminder where they have the opportunity to access a broad range of experiences and develop their social skills.

Children's communication, language and literacy is supported well. Younger children learn to communicate because the childminder encourages their communication through being physically close, making eye contact, using facial expressions and varying the tones of her voice to engage them. Children extend their language as they happily sing along to their favourite nursery rhymes and enjoy books, which are made easily accessible. Children increase their literacy skills through mark-making on paper during play.

The children's knowledge and understanding of the world is fostered well. Children are encouraged to observe the weather through using the weatherboard, which helps them develop an interest in the natural environment. Children make regular visits to encounter creatures, people, plants and objects in the natural environment and real-life situations, for example, children have visited the fire safety centre, farms, an airport and travelled on the Metro service. These meaningful experiences give children a real sense of the world around them. Children are introduced to a range of cultures and religions through books, resources and celebrating various festivals.

Children's problem-solving, reasoning and numeracy skills are developing well as they work with numbers, count, sort and match through everyday routine. Children learn about early calculation through singing their favourite number rhymes and use props, such as plastic ducks to help them learn about addition and subtraction. Children enjoy playing with the sand and cooking activities where they have opportunities to extend their learning to question why things happen and exploring concepts, such as weight, capacity and measures. Children have a variety of opportunities to increase their creativity through using the paint, arts and crafts and playing imaginatively.

Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. Children are developing an understanding of making healthy choices when they eat and drink. All children have regular opportunities to play outdoors in the fresh air throughout the day and increase their physical fitness. They develop good habits of behaviour due to the praise and encouragement they receive. They successfully develop skills which contribute to their future economic well-being through making good progress in their communication, language and literacy and problem-solving, reasoning and numeracy skills.

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

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