

Inspection report for early years provision

Unique reference number	257564
Inspection date	15/05/2009
Inspector	Angela Dyer
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 2001 and lives with her husband, adult child and two children, aged 10 and 14 years, in Solihull, West Midlands. The whole of the ground floor of the childminder's house is used for childminding purposes and children have access to a fully enclosed garden for outdoor play.

A maximum of six children may attend the setting at any one time. There is currently one child attending who is within the early years age range and four children aged between five and 10 years. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder has suitable procedures to support children with learning difficulties and/or disabilities, and those who speak English as an additional language. The premises are accessible via the front entrance which has a low step.

The childminder has a dog.

The childminder 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 shows obvious enjoyment in her role and takes time to develop warm, caring relationships with the children in her care. Children thoroughly enjoy their time with the childminder who encourages them to learn and develop through a wide range of stimulating play experiences. The childminder has a sound knowledge of the children in her care, enabling her to fully understand and meet their individual needs. She works effectively with parents in ensuring continuity of care, whilst strategies to work with other professionals are being developed. The childminder has a positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- use the assessment system more effectively to clearly highlight children's next steps in their learning and development
- develop systems for maintaining a regular two-way flow of information between other providers.

The leadership and management of the early years provision

The childminder demonstrates a clear commitment to improving her knowledge and understanding through training and is in the process of completing a Level 3 childcare qualification. She shows a commitment to meeting the requirements of

the Early Years Foundation Stage (EYFS) and has started to reflect on and evaluate her own practices in order to assess and improve the outcomes for children. Since the last inspection the childminder has addressed the recommendations issued and as a result, documentation has improved, along with children's access to resources promoting equality.

The childminder recognises the importance of working in partnership with parents and keeps them informed through daily discussions and individual diaries. A folder, containing useful information about her services and procedures, is also available for parents information. The childminder values and respects feedback from parents and uses parental questionnaires to seek their views and opinions. She has also started to form links with other EYFS providers such as school teaching staff, however, this is in its early stages and does not fully ensure that there are clear arrangements for effectively sharing information between the childminder and other early years settings.

Children's risk of accidental injury is minimised because the childminder has a good understanding of health and safety issues and has carried out effective risk assessments. She has a valid first aid certificate and children's health records are well-maintained. She has a good knowledge of safeguarding procedures, which has been enhanced by attending relevant training, and is fully aware of her responsibilities to protect the children in her care. The childminder keeps records of any visitors that attend whilst minding and is fully aware of the importance of not leaving children unsupervised.

The quality and standards of the early years provision

Children benefit from high levels of interaction and attention from the childminder and as a result, they are very happy and settled in her care. The childminder offers an inclusive service and welcomes all children into her care. She spends time getting to know the children and uses this knowledge to ensure that their individual personalities, interests and needs are respected. The childminder has a professional understanding of appropriate behaviour management strategies and good behaviour is promoted through high levels of praise and encouragement.

Activities are planned around children's individual interests and abilities and the childminder openly welcomes their ideas, actively involving them in this process. Children's views are listened to and respected and as a result, children enjoy their time with the childminder and participate in a range of activities which help them make good progress in their learning and development. The childminder continually observes children's progress and uses this knowledge to plan for their next steps in learning, however, as the assessment system is still under development, it does not clearly identify children's next steps in all six areas of learning. Children enjoy participating in fun and practical activities, including art activities, making bird feeders, role play, using the computer and playdough. They also enjoy playing in the garden where they are able to play with sand, water or on the large enclosed trampoline. Children enjoy regular outings to the local pet shop, park, library and stay-and-play group, where they have opportunities to socialise with other children.

Children's health and well-being are enhanced as they are cared for in a clean and well-maintained, homely environment. Children are encouraged to develop an understanding of how to keep themselves safe as they learn safety rules, including road safety and the rules for when using the trampoline. Children also learn about the benefits of a healthy lifestyle and benefit from being offered a range of healthy, nutritious meals, snacks and drinks. The childminder's recognition of the importance of physical activity contributes to children's good health and daily opportunities are in place for them to enjoy fresh air and exercise.

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