

Inspection report for early years provision

Unique reference number	261029
Inspection date	13/08/2009
Inspector	Saida Cummings
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 2001 and lives with her family in a residential area situated in Shirley, West Midlands. There are local shops, parks, playing fields, day care settings and schools within walking distance. The childminder is able to take and collect children from local schools and day care settings. Children are taken on local visits and outings. The family has one dog and one pet rabbit.

The main areas used for childminding are situated on the ground floor. There is a fully enclosed rear garden available for outdoor play. She is registered to care for three children at any one time and there are currently three children on roll within the Early Years Foundation Stage (EYFS), all of whom attend on a part-time basis. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning and development are well-promoted by the childminder and they thrive in the organised and stimulating environment. Their individual needs are well catered for as the childminder supports each child with developing their skills, which promotes inclusive practice as all children are able to participate at their own level. Children's welfare is successfully promoted in a safe, friendly and homely environment. The childminder has developed good working relationships with parents and carers ensuring they are kept well informed of their children's daily routines, care and learning. The self-evaluation system is in its infancy and is not yet sufficiently developed to ensure the childminder is able to make continuous improvements in all areas.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation system to ensure priorities for making continuous improvements in all areas are identified and implemented
- develop planning for individual children further by using the observations and assessments to help them move on to the next stage in their development and to ensure all six areas of learning are consistently covered.

The leadership and management of the early years provision

Children are happy, settled and are able to choose from a wide range of stimulating and interesting resources to instigate their own play. The childminder organises the sessions to ensure that all children enjoy challenging experiences that are tailored to meet their individual needs. Children's care is enhanced because of the childminder's knowledge and understanding of how young children

learn and develop. The childminder has up-to-date knowledge and understanding of childcare and has a positive attitude towards further developing her skills and knowledge. She has completed a National Vocational Qualification Level 3 in Childcare and Early Education. Children benefit from the childminder's commitment to further development as she regularly attends relevant training events and ensures any changes or good practice are implemented into the care provided. Children are safeguarded because the childminder has effective procedures for carrying out regular risk assessments and ensures any hazards to children are minimised. This includes making sure children are kept safe during outings. Children's welfare is promoted and safeguarded as the childminder has a very good understanding of the known indicators of child abuse and also of the Local Safeguarding Children Board (LSCB) procedures.

The childminder has developed warm and friendly working relationships with parents and carers. They verbally exchange information at the start and end of each day, which ensures an effective two-way flow of information. The childminder has devised good systems for initially gathering all the required information from parents and carers to ensure she is made fully aware of each child's starting point. This information is then used to plan exciting and interesting activities for individual children to enable them to develop their self-esteem and progress in their early education and skills. A photographic record of children's achievements is shared with parents and carers which enables them to be part of their child's learning. Well-maintained records are used positively to support children and written policy statements are clear, personalised and provide useful information for parents and carers. Self-assessment is evident in the childminder's practice and she has a clear vision for high quality and inclusive care. However, the process for identifying priorities for developing the provision in all areas are not yet fully developed to ensure continual improvements are made.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals. They are provided with many opportunities to enjoy a well-balanced selection of adult-led and child-led activities. The childminder plans exciting and stimulating activities, taking into consideration the children's individual interests and experiences. Their independence is developed and nurtured as they confidently make decisions about what they would like to play with and are encouraged to carry out most of the tasks for themselves, such as putting on and taking off their shoes and socks. The childminder has started to develop systems for observing children and assessing their progress. However, the system for planning activities for individual children is not yet sufficiently developed to ensure each area of learning is consistently covered and that children are given every opportunity to move on to the next stages in their development. Children have formed harmonious relationships with their peers and the childminder. Their confidence is encouraged and nurtured as they are able to explore and experiment in a safe environment. Children have access to a varied range of resources and activities which promote positive images of diversity, such as a range of small play figures with disabilities, books and play figures from other cultures. The childminder skilfully uses appropriate language to answer children's questions which arise from playing with these resources. This

enables children to talk about similarities and differences in a manner which is aimed at their level of understanding. As a result, children's positive attitudes to diversity through everyday activities are well promoted which helps them to learn to value aspects of their own and other people's lives. Children's awareness of the world around them and the wider society is encouraged through a range of activities and local outings.

Children have many opportunities to explore and investigate, and extend their imagination and problem solving skills. They enthusiastically join in with art and craft activities and thoroughly enjoy getting messy and exploring various materials. For example, they love to manipulate the play dough, naming the various shapes they are able to form and using their hands and finger to make different marks. As a result, children are motivated and spend time at their chosen activities, concentrating whilst developing their skills. Children are all encouraged to develop their communication skills through relaxed conversation with each other and the childminder, as well as their love of story telling and singing songs. They chat to their friends during their imaginary play activities whilst acting out their instigated scenarios. For example, they pretend to 'make the tea' and enjoy serving up their pretend tea to their friends. The childminder skilfully uses effective questioning techniques during this type of play to encourage children to think about healthy eating. For example, they discuss the types of food they like to eat, which types of food helps them to grow and develop strong, healthy bones and teeth. As a result, children are developing their understanding of leading healthy lifestyles whilst engrossed in their chosen imaginary and creative play.

Children thrive as they enjoy a range of physical activities and have daily opportunities for fresh air and exercise. They relish their time outdoors which includes taking part in various local outings such as visiting the parks and going on local walks. They learn the importance of good hygiene through effective hand washing practice and the childminder has good procedures in place to ensure the spread of infection is minimised. Children are kept safe as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe.

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