

Inspection report for early years provision

Unique reference number	255502
Inspection date	13/05/2009
Inspector	Karen Cooper
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 a registered since 2001. She lives with her husband and three children in a house in Streetly, Sutton Coldfield. The home is located within walking distance of local schools, parks and shops. The whole of the ground floor is used for childminding. The premises are accessed from ground level and there is a small step up to the front entrance. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently caring for five children, all of whom attend on a part-time basis. Four of the children are within the early years age range. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The childminder is a member of the National Childminding Association and is a support childminder. She regularly attends toddler groups and is able to take and collect children from local schools and pre-schools.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in the childminder's care. They enjoy participating in a good range of activities and make good progress in their learning and development. The uniqueness of each child is recognised due to the childminder's excellent understanding of each child's individual needs and all children are valued and made to feel welcome. Very good relationships with parents and other professionals are fostered in order to identify and meet children's individual needs and to ensure continuity of care. The majority of the required documentation is in place which the childminder ensures is stored securely to maintain confidentiality. The childminder shows a commitment to continuous improvement and carries out a self-evaluation of her provision to ensure that any priorities for future development are identified and acted on.

What steps need to be taken to improve provision further?

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

- improve and review risk assessment procedures to include each type of outing.

The leadership and management of the early years provision

Children are cared for by an enthusiastic caring childminder who has developed a good relationship with each child. She is well-organised and children benefit from her commitment to update and improve her knowledge and understanding of current legislation. The childminder is working towards a childcare qualification and

has attended numerous training courses including Early Years Foundation Stage (EYFS) framework, observations, assessment and planning, special educational needs, first aid, sign language and the role of a support childminder. Documentation is used to ascertain information relating to children's health, safety, learning and development ensuring their individual needs are effectively met. Children benefit from good levels of supervision and individual attention and their specific needs are extremely well-supported because the childminder values each child's individuality and understands their moods and temperaments very well. Information regarding their daily routines is obtained at the beginning of the placement, ensuring all children can feel settled whilst in her care.

The childminder has developed excellent relationships with parents and works very closely with them to meet children's individual needs, encouraging a two-way exchange of information through daily discussions and communication books. The childminder encourages parents to be involved in their children's learning and are kept up-to-date with their progress and development through photographs, observation records and children's individual folders. She has devised a range of written policies and procedures which she ensures are shared with parents. The childminder works closely with other local childminders and arrangements are in place to work in partnership with other settings who deliver the EYFS to ensure that children are provided with appropriate levels of support.

Positive steps have been taken by the childminder in order to safeguard children and to promote their welfare. The childminder has a good understanding of the procedures to follow should a concern arise and has a secure understanding of current guidelines which are supported by written procedures and are shared with parents. Children's risk of accidental injury is minimised because the childminder has implemented procedures to promote their safety. However, risk assessments for each specific outing are not in place to ensure children's safety is fully promoted. The childminder is committed to improving her practice by addressing the recommendation set at her previous inspection. Part of this ongoing commitment to improvement includes developing self-evaluation systems to include the views of children, parents and carers as the childminder very much values their opinions and feedback.

The quality and standards of the early years provision

Children make good progress within the EYFS as they enjoy a varied routine that includes provision for children to attend different groups and enjoy a wide range of activities. Children develop their independent skills as they choose resources and direct their own play. The childminder has given good consideration to implementing the EYFS and has introduced suitable planning and assessment systems, these include the use of photographs and individual folders of children's work completed. Children have very good opportunities to learn about diversity as they have access to a range of positive images resources, including books, work sheets, skin coloured crayons and matching games. Partnerships with parents are prioritised and nurtured by the childminder through very effective communication systems, this ensures that parents are kept well-informed about children's care and learning.

Children's behaviour is sensitively managed using age appropriate strategies. Children are encouraged to play cooperatively, to be kind to each other and to share. The childminder prioritises helping children to build relationships and develop their social skills leading by example. Children are developing a love of role play, they willingly share the dolls and play very well with the garage and cars. They enjoy looking at the pictures in story books particularly 'Winnie the Pooh' and 'Mickey Mouse and Goofy' books and demonstrate an interest and understanding of simple problem solving when joining in a matching game.

Children are developing a good awareness of their own safety, for example, the childminder ensure that they regularly join in with emergency evacuation procedures to ensure that they know where to go to stay safe. Children's health and well-being is promoted as the childminder has good procedures in place if children become ill or have an accident whilst at the setting. Food is provided by parents, which the childminder ensures is stored appropriately. Children can access drinks at any time, ensuring they stay well hydrated and enjoy a variety of fruit for snacks. The daily routine supports children's needs very well including provision for rest and sleep. Outdoor play is prioritised by the childminder as she ensures children have regular opportunities to enjoy the well equipped garden. Children go on walks in the local area to enjoy the benefits of fresh air and regularly attend the local park and toddler groups where they socialise with their peers.

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?	1
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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