

Inspection report for early years provision

Unique reference number	259738
Inspection date	01/06/2009
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 registered since 1999 and lives with her husband and 12-year-old child in a house in Great Barr. The ground floor and first floor bathroom is used for childminding purposes. There is a fully enclosed garden available for outdoor play. The premises are accessible via the front entrance, which has a low step.

A maximum of five children may attend the setting at any one time. There are currently four children attending, all of whom attend on a part-time basis and 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 able to take and collect children from local schools and pre-schools. The family have a cat.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well settled and enjoy a close relationship with the childminder. The children have access to a varied range of good quality toys and resources and make good progress in their learning and development. The childminder's practice is fully inclusive because she works closely with parents and other providers to meet children's individual needs. She is well organised and most documentation is in place. The childminder carries out a self-evaluation of her provision and continually monitors her practice to ensure children's needs are effectively met.

What steps need to be taken to improve provision further?

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

- develop further the risk assessment with regard to the trampoline
- develop further the complaints procedure to include procedures to be followed in the event of a lost child and a parent failing to collect a child.

The leadership and management of the early years provision

The childminder has attended the Early Years Foundation Stage (EYFS), observations, assessment, planning and first aid training to ensure her knowledge and skills are kept up to date. She has devised a range of written policies and procedures which she ensures are shared with parents. Documentation is well organised and stored appropriately to ensure confidentiality is maintained.

The childminder works closely with parents to meet children's individual needs, encouraging a two-way exchange of information through daily discussions. However, the procedure to follow in the event of a parent failing to collect a child

or in the event of a missing child is not included in the complaint procedure, to ensure that parents are fully aware of the procedure to be followed. Parents are encouraged to be involved in their children's learning and are kept up-to-date with their child's progress and development through photographs, observation records and children's individual folders. 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 her responsibilities in relation to child protection and is fully aware of the procedures to follow should a concern arise. Children's risk of accidental injury is minimised because the childminder has implemented a written risk assessment which is reviewed regularly to ensure their safety is protected. However, this does not include sufficient information with regard to the trampoline to ensure children's safety is fully protected. 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 and parents as the childminder very much values their opinions and feedback.

The quality and standards of the early years provision

The childminder demonstrates a good understanding of the EYFS and plans a varied range of age appropriate activities to ensure children remain interested and stimulated. She regularly observes children's progress and uses information gained effectively to plan and assess children's learning development. Children are happy and settled and have formed good relationships with the childminder and each other. They enjoy using their imagination in role-play, feeding, dressing and undressing the dolls and singing 'Happy Birthday' to each other. Children are provided with a variety of activities to encourage their simple problem-solving, mark-making and creative skills. They particularly enjoy counting the soft blocks when making a tower and confidently state the colours of the stickle bricks. They join in with cooking activities when they decorate biscuits and regularly participate in craft activities. As a result, children are eager to join in with the activities and make good progress in their learning and development.

Children are confident and choose what they want to play with from the varied range of toys and resources on offer. Children benefit as the childminder spends the majority of her time at their level, interacting with them and engaging in their play. The childminder has a good understanding of appropriate behaviour management strategies and children are encouraged to share, take turns and consider the needs of others. Daily opportunities are provided for children to enjoy a range of experiences outdoors which helps to develop their physical skills. For example, they have access to a range of push-alongs, wheeled toys, bats, balls and a trampoline.

Children develop a good understanding of how to stay safe. For example, the

childminder regularly practises the fire evacuation procedures with them to ensure they are aware of where to go to stay safe. There are appropriate arrangements in place to care for children who are ill, which are shared with parents. Through daily routines, children are encouraged to learn about good hygiene practices such as washing their hands after toileting and before eating. Food is provided by parents, which the childminder ensures is stored appropriately and drinks are made readily available to ensure children remain hydrated throughout the day.

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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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