

Inspection report for early years provision

Unique reference number	EY271591
Inspection date	10/08/2009
Inspector	Elenora Griffin
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 registered in 2003. She lives with her husband and two children aged 11 and eight years in the Bournville area of Birmingham. The whole ground floor and bathroom and one bedroom on the first floor of the childminder's home are used for childminding. There is an enclosed rear garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years of age any one time and may also care for older children. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently cares for five children in the early years age group who attend for a variety of sessions.

The childminder supports children with learning difficulties and/or disabilities and is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy being cared for in the warm and welcoming environment of the childminder's home. The childminder develops close, positive relationships with parents and carers in order to ensure that children's needs are effectively met and that all children are able to fully participate in all aspects of the setting. Children make good progress supported by the childminder who uses effective systems for identifying and supporting their individual next steps in learning and development. The childminder is committed towards continuously improving upon and developing her practice. Using a 'Being Self-Reflective' document she clearly identifies strong areas of practice to build upon and clear priorities that drive future improvement.

What steps need to be taken to improve provision further?

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

- extend the range of resources provided for children that promotes and values diversity and differences, with particular reference to acknowledging children's own cultural backgrounds and linguistic diversity.

The leadership and management of the early years provision

Children are safeguarded from harm and neglect and positive steps are taken to promote their welfare. The childminder has a very good knowledge and understanding of safeguarding issues which she keeps up to date through accessing regular training. Parents and carers know what to expect because they are well informed about the safeguarding policies and procedures that the childminder follows.

Children reap the benefits of the priority that the childminder places on developing close relationships with parents and carers. They enjoy continuity and consistency in their care because the childminder works closely in partnership with parents to meet children individual needs, preferences and routines. Parents are actively engaged in their child's learning and development, providing detailed information for the childminder so that she has a good understanding of children's starting points and the next steps that they would like her to support. In addition to daily diaries and discussions, the childminder regularly reviews children's development folders with their parents. Children's development folders are wonderful records of their progress illustrated with the childminder's observations of their achievements and photographs of their activities. The childminder actively seeks feedback from parents and this has been very positive. Parents highlight how much children enjoy their time with the childminder. They are very pleased with the progress their children make and the ideas the childminder gives them for activities they can do to extend and consolidate their child's learning at home.

The childminder is highly motivated and committed to continually improving her practice. She follows a programme of continuous professional development which has enabled her to complete a Level 3 childcare qualification. The childminder has completed a recent quality assurance scheme, and uses reflection and self-evaluation tools to effectively identify her key strengths and areas for improvement. Consequently, the childminder continues to develop and improve the supports she provides for children's welfare, learning and develop.

The quality and standards of the early years provision

Children are happy and confident in the home of the childminder where warm, caring relationships are formed at all levels. Children enjoy one another's company and sitting with the childminder to look at books and have a cuddle. The childminder has a lovely rapport with children and manages their behaviour positively, with lots of praise and encouragement and support for turn taking and sharing. Children enjoy regular opportunities to develop their social skills as they attend a local toddler group, library story time and share play sessions with other childminder's and the children in their care.

The childminder encourages children to become increasingly independent, making choices about what they want to do and what they want to eat. Children are learning to make healthy choices when they eat and reap the benefits of daily opportunities to be active outside. They enjoy playing in the childminder's garden or going on outings to the local playground or pond to feed the ducks. Children are developing a good understanding of how to keep themselves safe through discussion about keeping the play area safe through picking up toys, talking about road safety and participating in regular practices of the emergency escape plan.

Children benefit from accessing a lovely range of activities and resources. They explore trucks and cars imaginatively and enjoy creating pictures with crayons. Children develop a love of music and books as they spontaneously sing songs, listen to music and look through books. Children are beginning to learn about

diversity and the world around them. They enjoy regular trips into the local community and participating in art activities connected to cultural and religious festivals such as, St George's Day, Chanukah and Diwali. However, while the childminder has some activities and resources that actively promote and value diversity and difference these are limited. In particular, there are few resources provided that represent children's individual cultural backgrounds and their linguistic diversity.

Children are effectively supported as they make good progress in their learning and development. The childminder gets to know children very well, working closely with parents to develop a clear understanding of their starting points and next steps in learning and development. Building upon this the childminder regularly assesses her observations of children against the Early Years Foundations Stage guidance and uses this to plan for each child's individual next steps in learning and development. The childminder is reflective, giving careful consideration to the most effective way she can help each child to enjoy and achieve. Consequently, the childminder plans and provides activities and experiences that are well matched to children's needs, preferences and interests.

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