

Inspection report for early years provision

Unique reference number	254997
Inspection date	02/07/2010
Inspector	Lisa Parkes

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the childminding

The childminder was registered in 1995. She lives with her husband, four adult children and child aged nine years in the Oldbury area of Birmingham. The whole of the ground floor is used for childminding, with access to toilet facilities on the first floor. There is a fully enclosed garden for outside play. The family has a pet dog.

The childminder is registered to care for a maximum of six children under eight years at any one time. She is currently caring for eight children, of whom four are in the early years age group. All children attend on a part-time basis.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Their individual needs are well met as important information is gathered from their parents, enabling the childminder to understand and meet each child's personal requirements. There are some strategies to help parents and carers support their children's learning at home. Children develop strong relationships and are happy and content at the setting. They are fully supported to participate in the activities offered by an experienced and enthusiastic childminder. Children are safe and secure and protected through a wide range of procedures and everyday practices. The childminder demonstrates a very 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:

- develop further ways to involve parents in their children's continuous learning and development to enhance children's progress towards the early learning goals
- open up opportunities for children to experiment with writing for different purposes in their role play activities.

The effectiveness of leadership and management of the early years provision

The childminder has an accurate, up-to-date understanding of safeguarding children issues and knows what action to take in the event of a safeguarding issue. In addition, she takes effective steps to eliminate risks, for example, risk assessments are routinely conducted and recorded. The childminder helps children

to keep themselves safe by using outings as a valuable opportunity to learn about road safety and by introducing a topic about people who help us. Children respond very well to the daily routine and demonstrate a good understanding of how to stay safe. High quality interaction and well-organised routines help children to become secure, confident and settled within the setting.

The childminder is motivated to seek further improvement and is committed to updating her professional knowledge through regular training. As a result, outcomes in relation to children's achievement and well-being are high. The childminder skilfully considers the strengths and weaknesses of her provision and is confident about what she needs to do to improve further. She demonstrates a commitment to offering good quality childcare. Recommendations made at the last inspection have been fully addressed and have had a positive impact upon the children who attend. The environment is safe and the atmosphere is warm, welcoming and inclusive. Resources are good quality, fit for purpose and able to support children's learning and development.

The childminder actively promotes equality and diversity and provides a secure environment which reflects children's backgrounds. The childminder is effective in ensuring that all children are fully integrated. As a result, children are confident showing good levels of self-esteem and display lovely, affectionate relationships. Partnerships are well-established and the childminder communicates with other providers and partners involved with the children who attend. For example, by maintaining dialogue with practitioners at local schools and playgroups and with other childminders. This successfully supports children's achievements and well-being.

The childminder forms strong relationships with children's parents. There is a regular exchange of information and the childminder keeps parents up-to-date about aspects of children's care and progress. The childminder dedicates time to getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel comfortable. There is a regular exchange of information and the childminder keeps parents up-to-date about aspects of children's care and progress. However, opportunities to actively involve parents in their child's learning and development are not yet fully exploited. Children benefit from good levels of supervision and individual attention.

The quality and standards of the early years provision and outcomes for children

The childminder's good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being. An interesting and welcoming environment successfully reflects children's background and the wider community. Secure policies and procedures ensure that children are protected and well supported. The childminder is very knowledgeable about the children in her care and intuitive of their individual learning needs. Observations and assessments are used to monitor children's progress, and the childminder routinely evaluates activities to measure their success.

Children benefit from plenty of fresh air and exercise. They frequently walk to and from school, and enjoy trips to the local park. In addition, children take pleasure visiting the local soft play centre. The childminder talks to the children about which foods are healthy and good for the body. Children enjoy tasting different foods, and they adore having picnics together. Cooking activities encourage children's interest in food and they have fun as they make rice crispy cakes and fairy cakes. Children are active and play games outdoors involving running and jumping. They learn about the effects of exercise on their bodies and do gentle exercises and stretches to relax after vigorous free play.

Children are currently learning about the body and the childminder has helped them to make a display incorporating labelled pictures of different body parts, such as, ankle, chin, shoulder, elbow, tummy, toe and ear. At the local playgroup, children take pleasure negotiating obstacle courses, travelling over and under equipment, through tunnels and catching bubbles. Children's behaviour is good and they are beginning to show a lovely awareness of responsibility, for example, tidying away their toys, and helping to make sandwiches and lay the table. Children develop a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning. They display a positive approach to learning, are motivated and actively explore their surroundings with curiosity and interest.

Children are imaginative and happily engage in role play. They use the workbench and show high levels of concentration as they operate the plastic tools. Children are fascinated with animals, and enjoy spotting dogs in the local park. They set up veterinary surgeries and make use of the doctors kit to check the soft toys. The childminder supplies children with a range of realistic props to extend their play, such as, dolls, a pushchair, kitchen equipment and a shopping trolley. Children prepare pretend food and call out to the childminder when 'Dinner's ready'. In addition, children take pleasure narrating as they use small world toys. However, opportunities for children to attempt mark-making and writing for a wider range of purposes, such as, in their role play situations, are not always as fully promoted as they could be.

Children willingly attend different playgroups throughout the week where they engage in art and craft activities, sand and water play and socialise with their friends. They are creative and have fun as they explore glue and paint, expressing their ideas through artwork. Children build towers with construction toys, count the bricks and giggle in delight as they knock them back down. The childminder maximises spontaneous opportunities to enhance children's learning, for example, by encouraging them to count the stairs, identify numbers in the local environment, and count their hands and feet. In addition, children learn about the days of the week, months and the weather. Children find out about the world around them as they look at an atlas together and visit the library to choose topical books. The childminder is dedicated to her role and children thoroughly enjoy their time at the provision.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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