

Inspection report for early years provision

Unique reference number	EY389519
Inspection date	02/10/2009
Inspector	Karen Eunice Millerchip
Type of setting	Childminder

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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 2009. She lives with her partner and child aged 19 months in Erdington, Birmingham. There are shops and schools close by. The whole of the ground floor and the first floor bathroom and two bedrooms will be used for childminding. There is a fully enclosed garden available for outside play. The family have a dog.

The childminder is registered to care for five children aged under eight at any one time. She also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the Early Years and compulsory Childcare Register.

She is a member of the National Childminding Association (NCMA) and is able to take and collect children from local schools and pre-schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe, happy and making good progress in their learning. The childminder knows the individual children very well and encourages all to be included. She is developing different ways to promote children's knowledge of other groups in society. Partnerships with parents are effective; relationships with other providers are being established. The childminder is committed to reflecting on her practice and has identified areas for improvement through consultation with parents and children and a process of self-evaluation.

What steps need to be taken to improve provision further?

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

- further develop knowledge of different groups in society to enhance children's learning and development with regards to people who are different to themselves

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of child protection procedures. She has a competent understanding of the possible signs of abuse and harm and has a clear knowledge of what to do in the event of a concern about a child in her care. She also is aware of the procedure to be followed in the event of an allegation being made against her or a member of her family. Effective vetting procedures are in place to ensure that adults in the household are suitable to be in contact with the children. Comprehensive written risk assessments are in place and the childminder carries out daily safety checks

on her home and any resources used for minding.

The childminder has formed strong partnerships with parents and they are kept very well informed about their child's care and changes in their development. They discuss children's individual needs on a daily basis and this enables the childminder to promote an environment where all children are valued. Children are provided with a wide variety of play opportunities that reflect their individual interests, however, experiences that promote equality and diversity are not as well represented and therefore limits children's development in this area.

Parents are encouraged to share their views through the daily diary and through completing a questionnaire on the service they receive. Older children have completed questionnaires and made 'wish lists' to reflect their views about the service provided to them and what they would like to have more access to. The childminder is aware of the need to develop links with other providers of the Early Years Foundation Stage (EYFS) and is looking at ways to introduce this for children who have recently started to attend school.

The childminder's home is very well organised, resources are age appropriate and of good quality and effectively meet the needs of the children who attend. She maintains accurate and up-to-date records, which assist her in keeping the children safe. She has a comprehensive pack of written policies and procedures that support her practice. There is good capacity for continuous improvement because she has systems to gain the views of other people and children about her service and has identified her own strengths and weaknesses to bring about improvement for the children in her care.

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

Children are confident, relaxed and enjoy their time in the childminder's home. The childminder demonstrates a good understanding of the learning and development requirements within EYFS. As a result, children make good progress towards the early learning goals. She has a secure understanding of how young children learn and they participate in many first-hand learning experiences which are both adult-led and child-initiated. Children have good opportunities to investigate and express curiosity as they access age-appropriate toys and activities which offer challenge and cover all areas and aspects of learning. The childminder is fully aware of each child's individual learning needs because she makes regular observations of what they have achieved. Systems are in place to use the information gained to inform her planning and create appropriate learning experiences for each child. Children have many opportunities to self-select from a variety of good quality resources. The childminder has organised her home to allow the children space to enable them to play in comfort and explore their environment. They have free use of the garden where they show secure skills in climbing and swinging on the bars and frames, kicking and throwing large footballs and have great fun 'racing' each other up and down the garden.

Children have easy access to a range of books and confidently re-tell their

favourite story whilst they point to familiar pictures on the page. The childminder promotes speech and language by introducing correct words and praising them when they attempt to use them. The play room is attractively presented and decorated, toy boxes are labelled and there are many posters and charts displayed at the children's level. Children regularly use numbers and count as they play. For example, they count the stairs on the way to the play room and talk about the number of bricks used to build a tower. The childminder also encourages children to develop problem solving skills by asking questions and encouraging them to work out how toys are operated.

Children are learning how to keep themselves safe as they are involved in practising the fire drill. The childminder sets clear boundaries and she ensures that children know about her expectations for their behaviour. For example, if a child presents unacceptable behaviour she explains to them why they need to be kind to one another. This helps them to begin to understand right from wrong and consider other people's feelings. Daily routines ensure that children develop good hygiene practices, for example, thorough regular hand washing routines. Mealtimes are sociable occasions and children sit at the table together. Their good health is promoted through the provision of fresh fruit, healthy snacks and home cooked meals. Children are encouraged to develop self-help skills with appropriate support and guidance from the childminder.

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	3
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	3
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