

Inspection report for early years provision

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Inspection date	09/12/2009
Inspector	Elaine Margaret Hayward
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
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 2009. She lives with her husband and children aged four, six and thirteen years old in a residential area in Rowley Regis, Sandwell. The whole of the ground floor and the toilet and bathroom on the first floor are used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years range. She is currently minding one child in this age group. The childminder is also registered by Ofsted on the compulsory and voluntary childcare registers and is able to offer care to children aged over five years.

The childminder makes use of local amenities and links up with local childminders on a regular basis. She holds a childcare qualification to Level 2 and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the childminder's care as they make sound progress in their learning and development. They engage in a range of stimulating activities, feeling safe and secure, sharing warm, friendly relationships with the childminder. The childminder works closely with parents and knows each individual child well, ensuring that all children are valued and included. The childminder has only been minding for a brief period and, overall, is soundly consolidating her knowledge and understanding of the Early Years Foundation Stage (EYFS). She recognises that she needs to reflect more on her practice in order to identify the strengths and weaknesses but has yet to develop clear systems to do so in order to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation to monitor and evaluate strengths and weaknesses of the provision to ensure that continuous improvements can be made
- review and improve risk assessment procedures to ensure they clearly demonstrate what action has been taken to minimise risks to children
- provide resources and create further opportunities for children to positively explore and value similarities and differences in cultural backgrounds and disabilities.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and ensure that children are protected from the risk of harm as the childminder has good knowledge and understanding of her role and the procedures to take if she has concerns about a child. She is secure in her knowledge to ensure that effective vetting procedures are in place and is fully aware of her responsibilities with regard to supervising the children in her care. She is clearly able to identify risks to children on both premises and outings and records are in place. However, the risk assessments do not always clearly demonstrate what action has been taken to ensure children's safety at all times.

The childminder is motivated and committed to providing quality care. She is qualified, has attended training and has appropriate expectations of what children can achieve. She is keen to attend more training and gain further qualifications to develop her knowledge and expertise to develop her practice further. Clear policies and procedures are in place and she keeps full and informative records about the children in her care. Daily discussions with parents and lovely detailed individual records of their achievements mean that information is exchanged, helping to ensure that individual needs are met and that children are cared for in line with parents' wishes. The childminder is establishing and making links with other providers, organisations and services to promote children's learning and well-being. She makes good use of her home with its spacious lounge to offer children a secure environment which is child-friendly, providing a comfortable environment for their care and learning needs. The childminder provides good quality toys and equipment within children's reach which children clearly enjoy. She understands and promotes equality and diversity and inclusion through good practice, encouraging children to respect themselves and others. However, the range of resources for children to frequently explore and value similarities and differences in cultural backgrounds and disabilities is limited.

The childminder is committed to developing her practice to improve outcomes for children, but the process of self-evaluation is yet to be fully implemented and maintained to ensure her practice is fully effective in meeting the needs of the children in her care.

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

Children play and learn in a bright, stimulating environment. They achieve and enjoy their learning as they make steady progress in their development, choosing from an appropriate range of activities covering all areas of learning. The childminder displays her plans for parents to see, clearly highlighting the different types of activities. She is aware of how children learn through play and children benefit from an appropriate mix of adult-led and child-initiated activities, active and rest times, indoors and out. The childminder observes the children and identifies what they can do, assessing and planning the next step, making links with the early learning goals and stepping stones, knowing each child's stage of

development. Children benefit from her knowing their individual likes and dislikes as she ensures resources are in place which they will enjoy, such as characters from a favourite television programme, the child who loves to vacuum with their own little cleaner, the love of music, singing and dancing. She records children's achievements in large individual scrap books full of photographs and their creations; alongside each is a summary of what children are achieving.

Children are curious and inquisitive, such as when a child examines a musical snowman, carefully trying to establish how it works, beaming with delight as they make it play, dancing to the tune. Children can be seen developing their independence as they eagerly access and play with inviting resources such as musical instruments, books, puzzles and building blocks, all within their reach. They feel safe and secure to look to the childminder when a stranger arrives, until their confidence increases when they happily show the visitor what they are doing. Children learn about being safe as they cross roads, understanding to hold hands, look and listen. Lovely, warm interaction is evident between the childminder and the children such as when they sit together to look at a book, or as she gets down on the floor to play with them. She encourages their feelings of self-esteem as she praises them. She encourages their language development, asking questions whilst, for example, reinforcing their colour recognition. Children see, hear and say numbers through everyday activities, songs and rhymes and learn about shapes as they play with puzzles and building blocks.

Children behave well as they respond to the childminder's expectations and her simple directions. They happily tidy away. They learn to share as they meet up with other childminders and children. They learn about healthy lifestyles through being outdoors each day, as they wash their hands before eating or after outdoor play and as they are encouraged to eat and talk about healthy foods. Children love the opportunities to be active as they visit play areas, both indoors and out. Visits to parks help children learn about the environment as they feed the ducks, play with leaves and discover conkers. Their creative skills are enhanced as they do leaf rubbings and create pictures, sticking, gluing and painting.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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