

Inspection report for early years provision

Unique reference number	EY297427
Inspection date	02/10/2009
Inspector	Jackie Nation

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2004. She lives with her daughter aged 12 years in West Bromwich, West Midlands. The childminder's home is on the second floor of an apartment block and is accessible via two flights of stairs. The whole of the premises is used for childminding purposes, with the exception of one bedroom. There is a communal garden available for outdoor play. Local shops, parks and schools are within walking distance.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time. She currently has three children on roll in the early years age group. Children attend on various days. The childminder is a member of the National Childminding Association and is able to collect children from local schools and nurseries.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good opportunities for children to learn and develop within the Early Years Foundation Stage (EYFS). Children are happy and relaxed as they learn through play in this welcoming and inclusive environment. Children's welfare is promoted and the childminder has developed good partnerships with parents and carers to ensure continuity of care and learning. The childminder shows a capacity to maintain continuous improvement by reflecting on her practice and has given some consideration to developing the system for self-evaluation.

What steps need to be taken to improve provision further?

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

- improve the systems for undertaking sensitive observational assessment to identify children's next steps in learning, and demonstrate a clear view of the learning journey for each child
- develop further the quality improvement processes to monitor and evaluate the strengths and priorities for development that will improve the quality of provision for all children
- further improve the safety of children by providing opportunities to practise the emergency evacuation procedures.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because the childminder understands her role regarding child protection. She has completed safeguarding training and devised a written policy which is shared with parents. Appropriate contact details are

available should she have any concerns about a child in her care. The childminder maintains organised and effective recording systems with regard to the children's attendance, medication and accidents to ensure children's welfare is promoted and their needs are met. Effective vetting procedures are in place to ensure adults are suitable to have contact with the children. The care environment is safe and secure and children are supervised well. Risk assessments are in place and effective steps are taken to identify and minimise risks to children in the home and on outings. The required fire detection and control equipment is in place, however, the childminder has yet to practise the emergency evacuation procedures with the children in order to develop their awareness of what to do in the event of a fire.

The childminder is committed to ensuring the provision is inclusive for all families and partnership with parents and carers is good. Useful information is obtained from parents at the start of the childminding arrangements and good settling-in procedures help children develop a sense of belonging. The childminder works closely with parents to ensure children's individual needs are met within the daily routine. She provides parents with written feedback each day; this includes details about their child's care, well-being and achievements, this enhances continuity of care and learning. Parents express their satisfaction with the provision through letters and references which are included in the childminder's comprehensive portfolio.

The childminder organises her day around the needs of the children. She gives good consideration to the organisation of resources and equipment and is taking steps to ensure resources and the environment are sustainable, through discussions about recycling and use of a local toy library. Children have opportunities to choose what they want to do and follow their own interests, the childminder is responsive to their requests for additional resources to support and extend their play. Good attention is given to making sure children play with toys that are safe, clean and in good condition. Children have a varied day and there are regular outings to local parks, activity centres and places of interest, such as the 'Think Tank' and the 'Sea Life Centre'.

The childminder demonstrates a commitment to ongoing improvement and attends training to further enhance her skills and knowledge, for example, first aid and food hygiene. She has implemented the actions and recommendations from the last inspection effectively. This improves outcomes for children's welfare, learning and development. Consideration has been given to the self-evaluation process, although the childminder has yet to put a system in place to monitor and evaluate the setting to identify her strengths and any areas for improvement.

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

Children are happy and confident in the childminder's care. The childminder's interaction with the children is very good and she clearly enjoys their company. She spends time playing at their level and it is evident that children enjoy her involvement in their play. Children make good progress across all areas of their learning and development towards the early learning goals. The childminder

provides children with a wide range of play and learning opportunities indoors and outdoors which they enjoy and become absorbed in. The childminder knows the children well and she is fully aware of their individual interests, play preferences and achievements. She asks open-ended questions as the children play, encouraging them to think about what they are trying to achieve. The childminder has introduced a system to observe and assess children's progress and has planning in place which covers all areas of learning. However, it is not clear how the information gained from observations is used to plan for children's next steps in learning or organised efficiently to demonstrate a clear view of the learning journey for individual children.

Children enjoy using the resources available and making up their own games developing their imagination very well. Children's creativity is supported effectively, they like making masks and models and they take part in a wide range of art and craft activities. Their problem solving, reasoning and numeracy skills are enhanced during a cooking activity as they count the number of cake cases on the tray and identify the 'big cake'. Children develop a love of books, they enjoy listening to stories, singing nursery rhymes and looking at picture books which helps develop their vocabulary. Children practise writing their names and talk about 'writing a letter'. Children's knowledge and understanding of the world is supported well, they visit parks, farms and activity centres which helps them to develop social skills and confidence. Children explore festivals and events from their own cultures and those of others. Their understanding of diversity is further supported through the use of positive image resources and discussions about people with disabilities and special needs, for example, the childminder talks to children about people who use wheelchairs, wear hearing aids and need support to walk by using crutches. Children successfully develop skills that contribute to their future economic well-being through being curious and inquisitive learners. They are making good progress in communicating, literacy, numeracy and skills relating to information and communication technology.

Children are secure in their environment and develop a sense of belonging through good interactions with the childminder and well-established daily routines. Children learn about road safety whilst on outings and through procedures within the home, for example, the childminder talks about all aspects of safety and hygiene during a cooking activity. All children are valued and the childminder helps build their confidence and self-esteem through praise and encouragement. Appropriate behaviour such as sharing and being kind to each other is encouraged and this helps to promote positive relationships. Children's good health and well-being is supported and positive steps are taken to prevent the spread of infection. Children adopt good personal hygiene routines and they wash their hands after using the bathroom and before meal times. Children's dietary needs are met as the childminder ascertains relevant information relating to their individual needs and parents' preferences. Parents provide a packed lunch for their child which is stored safely by the childminder. The childminder ensures children have regular drinks so that they 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

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	3

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