

Inspection report for early years provision

Unique reference number	EY311598
Inspection date	21/10/2009
Inspector	Karen Cooper
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 has been registered since 2005. She lives in Great Barr, Birmingham with her husband, and three children aged 10, seven and five years. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The whole of the ground floor and first floor bathroom of the childminder's home is used for childminding purposes. There is a fully enclosed garden available for outdoor play. Access to the front entrance of the childminder's home is via a low step.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in this age group, two of whom attend on a full-time basis. She also offers care to children aged over five years. The childminder takes and collects children from the local schools. The childminder attends several carer and toddler groups.

The childminder is a member of the National Childminding Association (NCMA). The family has a cat and a rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and happy in the childminder's home and the childminder ensures all children are included and valued. Children take part in an enjoyable range of activities to help them make steady progress in their learning and development. Good partnerships with parents are established and effective links have been formed with other practitioners to ensure children's needs are met. Documentation is well organised and policies and procedures are shared with parents to ensure that children receive consistency of care and their individual needs and requirements are known and met. Although, some procedures are not sufficiently robust to ensure children's safety and well-being is fully promoted. The childminder demonstrates a willingness to improve and is constantly reviewing her practice to continually improving outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written consent from parents prior to administering medication to children (Promoting the good health of children) 28/10/2009
- review attendance records to ensure they are completed daily and include children's full names (Safeguarding and promoting the welfare of children) 28/10/2009

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

- up date the risk assessment record to include how hazards are minimised with regard to the cat food and litter tray
- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has a clear understanding of issues relating to child protection. She has recently covered child protection training as part of her NVQ Level 3 childcare qualification and is confident of her ability to take appropriate action should she have a concern about a child in her care. Both the childminder and husband have been suitably vetted and children are only released into the care of known individuals. Children have access to the ground floor of the childminders home which is secure and generally safe. Documentation is well organised and stored effectively to ensure confidentiality is maintained. However, the childminder's risk assessment record is not fully effective as it does not include how she identifies and manages the potential safety risks to children regarding the cat food and litter tray. Also attendance records are not completed on a daily basis and do not include children's full names to ensure their safety is fully protected.

The childminder demonstrates a willingness to improve and has identified ways for self-evaluation and informally assesses the service that she provides. She is keen to develop her personal knowledge by attending further training courses and regularly reflects on her practice to improve outcomes for children. She seeks and welcomes the views of parents and actively involves children in decisions about activities and the purchasing of additional resources. The childminder has mostly addressed the recommendations raised at the last inspection which further contributes to promoting children's health and learning and development.

Links with parents and carers are strong and a welcoming atmosphere helps to create effective two-way communication. The childminder values the role of parents and works hard to provide consistency of care for all children. Comments received from parents include reference to the childminder's caring manner and how happy their children are to be left with the childminder. A positive emphasis is also placed on working with others to support children's learning and overall welfare; effective links have been fostered with local schools and other childcare professionals.

Children benefit from individual attention, good levels of supervision and have formed good relationships with the childminder and each other. Contingency arrangements with other childminders known to both children and parents provide children with security and help to reassure parents. The diversity of individuals is

valued and respected and the childminder actively promotes equal opportunities, ensuring that all children and families feel included and valued.

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

Children are cared for in a warm and welcoming environment, where they benefit from a range of resources to help them enjoy and achieve. Children are happy and secure in the childminder's care. They interact positively with her and actively seek her out to participate in activities, for example, when playing with the dolls house and puzzles. Both indoor and outdoor environments are arranged to enable children to make choices about their play and develop their independence. Children develop self-esteem as the childminder offers praise and encouragement, for example, when tidying up. Children respond positively to the childminders methods of behaviour management which are suitable to children's age and stage of development and re-enforces positive behaviour. Clear simple explanations and gentle encouragement develops children's social skills as they learn to share toys and interact positively with their peers.

The childminder demonstrates an appropriate knowledge and understanding of the Early Years Foundation Stage and acquires children's starting points from parents' at registration to enable her to build upon their existing skills. The childminder carries out basic observations that reflect children's achievements and their progress is documented, which is presented in children's individual books. The childminder's flexible planning develops through the interests and play preferences of children and ensures that they are able to participate in a range of activities which sustain their interest. However, systems to evaluate children's progress in order to plan activities for the next steps of learning and ensure that children make progress at a pace suitable to their individual needs have yet to be fully implemented.

Children are developing early literacy skills as they look at books and take part in mark making activities such as chalking and colouring to develop hand and eye co-ordination. They frequently participate in a variety of craft activities such as cooking, painting and play dough and develop good imaginative skills as they dress up or play with the dolls and pushchairs. Children are learning simple mathematical concepts as they count the numbers on puzzles and are learning to recognise shapes and colour through their play. Children are learning to respect each other and by enabling them to participate in activities that help to promote a range of festivals and cultural differences they are developing an awareness of the wider community and the world they live in.

Children are appropriately cared for if they have an accident or become ill and procedures are shared with parents at induction. Parents have a list of contagious illnesses and exclusion periods for infectious diseases are strictly adhered to. However, written consent to administer medication to children is not obtained from parents to ensure that the children's well-being is fully protected. Children have lots of opportunities to be active and enjoy accessing the garden on a regular basis, they use a range of wheeled toys, push-along toys and swings. Children also

benefit from activities outside the childminders home. They walk to the shops and frequently visit local toddler groups and the park where they get plenty of robust physical exercise using smaller and larger climbing equipment. Children's understanding of how to keep themselves safe is promoted as they learn about fire and road safety and practise evacuation procedures. The childminder helps children to follow effective personal hygiene routines. For example, children know that they wash their hands before eating and after playing outdoors. The childminder promotes healthy eating by providing all children with a well-balanced range of nutritious meals and snacks and children learn about healthy eating through discussion. Drinks are readily available to ensure that children 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?	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	2
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	3
The extent to which children feel safe	3
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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