

Inspection report for early years provision

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Inspection date	19/01/2010
Inspector	Samantha Jayne Taylor
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 lives with her husband and daughter aged eight years. The childminder was registered in 2000. She works alongside another registered childminder from her property in the New Oscott area of Birmingham. All facilities used for childminding are on the ground floor and there is a designated playroom. There is a fully enclosed garden available for outdoor play. The family has goldfish.

The childminder is registered for a maximum of six children. She minds with a co-childminder, and together they may care for a maximum of 11 children. Currently they are caring for four children in the EYFS. The childminder has overall responsibility for childminding practice. Her co-childminder works in a supportive role. The admission policy allows for children over the age of eight years to attend. She is a member of the National Childminding Association. The childminder and her co-childminder are registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder holds a qualification in early years. Children are taken to and collected from local schools and a nursery. The setting supports children with special educational needs and or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-childminder provide a homely, caring and stimulating environment in which children's uniqueness is valued. The quality of learning and development and a well planned daily routine ensure children make great strides in the Early Years Foundation Stage (EYFS). The childminder has made improvements since the last inspection but systems for self-evaluation are in their infancy, although the childminder and her co-childminder are aware of their strengths and weaknesses. There are largely clear records, systems, policies and procedures in place to promote children's care, welfare and learning. Positive relationships with parents and other professionals are fostered in order to identify and meet children's individual needs and ensure continuity of care.

What steps need to be taken to improve provision further?

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

- improve systems for assessment to ensure children move forward in their learning and development
- develop the system for self-evaluation to further promote continual improvement in the service provided
- develop strategies to improve partnership working with parents and other settings.

The effectiveness of leadership and management of the early years provision

The childminder is secure in her knowledge of child protection and has a clear understanding of her responsibility for safeguarding children. She recognises indicators of abuse and is both knowledgeable and experienced in safeguarding children through working in partnership with families and external agencies. Risk assessments are regularly conducted, which include the premises and all types of outings children take part in. The policies, records and procedures are well presented and effectively support children's safety, care and welfare.

The childminder demonstrates a commitment and ability to continually improve the service she offers to children and their families. She keenly completes training courses to develop and increase her knowledge, which result in positive impact on outcomes for children. In addition she is mostly able to identify areas in which to make improvements to her practice through self-evaluation but the system in place is in it's infancy. Views from parents are sought as opportunities for improvement of children's outcomes, for example, questionnaires are completed by parents and their views are considered and acted upon where possible. Information relating to Early Years Foundation Stage is displayed on the parents' notice board and within the playroom which helps to promote the exchange of information and continuity of care.

The childminder together with her co-childminder manages her time purposefully to provide children with high levels of support and interaction in their play. The organisation and deployment of resources enhances children's learning experiences. Children keenly explore the inviting, stimulating and well resourced environment the childminder has created which inspires and builds on their natural curiosity. The childminder makes good use of space, for example, a room is designated as a play area where there are a wide range of good quality accessible resources allowing children to follow their interests.

Systems in place for the exchange of information with parents are mostly effective and support the importance placed on celebrating the uniqueness of each child. Information relating to the individuality of each child is recorded when starting at the setting and parents views are sought in order to meet their requirements. The childminder shares information with parents daily about their children's involvement in activities through verbal communication. Children's achievements are recorded which promotes partnership and joint working to meet children's learning and development needs. This enables parents to continue and support their children's learning within the home environment. However, links with other provisions attended by children are not fully established to ensure detailed information is shared about children's welfare and progress.

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

The childminder together with her co-childminder plan a wide range of fun, exciting, stimulating activities that build on children's interests. These provide children with a good balance between self-initiated play experiences and planned play opportunities which take part both within and outside of the home and include all areas of learning. Planning and assessment is adaptable according to children's interests. Observations are made and next steps are identified for children's learning and development and future plans. This enables children to make good progress towards the early learning goals. Whilst individual children and their stage of development is known well by both the childminder and her co-childminder the information gained is not used sufficiently to ensure children are covering all six areas of learning.

The childminder interacts purposefully in children's play. Children are confident and secure in their surroundings and they display a strong sense of belonging. A wonderful child-centred environment is created in the designated playroom. There is so much to do and see including an array of toys and resources to meet all ages and stages of development many of which are easily accessible to children. Furthermore, the childminder gives children her time and attention to supporting children as they play, extending their learning experiences. For example, children's recognition of colours, numbers and shapes are incorporated into daily routines and play activities. Children have fun as they use small sponges to print with paint. They learn about diversity by experiencing meaningful activities relating to cultures and festivals, such as making clay pots for the festival of Diwali. They are introduced to print in different languages such as Spanish and learn how different countries celebrate the festival of Christmas. Children express enjoyment for children's musical rhymes and participate in craft activities such as drawing with chalk, which fosters their creativity.

Children's language and communication skills are well supported as the childminder spends time talking to and playing with children at their level of play and understanding. The childminder skilfully utilises these shared experiences to develop children's use of spoken language through the use of open questioning and by listening to children. As such, children chatter not only to each other, the childminder and her co-childminder but also when playing imaginatively with toys and resources. Children are developing a keen interest in technology as they use and learn to operate toy electronic resources. As a result of these experiences children make good progress in developing skills for the future.

Children gain regular exercise and have good opportunities to develop and refine their physical skills. They enjoy regular outings to the park and trips to the farm. They use children's equipment to shape play dough and enjoy using utensils when baking cakes. Older children are well supported and guided as they learn how to hold children's scissors and make cuts in paper. Good use is made of the outdoor area with care taken to dress children appropriately for the weather conditions presented. In winter children show delight as they play in the snow whilst in warmer weather outdoor garden picnics are held. These fun filled activities are

fondly recalled by children, who through the use of photographic evidence discuss the event with the childminder.

The childminder demonstrates an excellent knowledge of nutrition by planning a varied menu for the children, which is both healthy and appetising. At lunch time children, the childminder and her co-childminder sit and eat lunch together with the children, sharing news of their day which helps to enhance children's social and independence skills. Children demonstrate that they are familiar with and follow bathroom routines which helps them to develop an excellent awareness of good personal hygiene. They learn to take responsibility for their own safety, through discussion and involvement in activities. Children behave extremely well and respond to the childminder's positive methods of behaviour management and the childminder's use of praise and encouragement at all times promotes children's self-esteem.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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