

Inspection report for early years provision

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Inspection date	17/06/2010
Inspector	Jackie Nation
Type of setting	Childminder

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

T: 0300 123 1231
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 2006. The childminder works with her daughter who is a registered childminder, and they work from her daughters' home. The co-childminder's husband and two children aged five months and five years live at the property in the Smethwick area of Sandwell. Both childminders have joint responsibility for the childminding practice. The whole of the ground floor of the premises is used for childminding. First floor rooms are not used, except for access to the bathroom. There is a fully enclosed garden available for outdoor play. The family have a cat. The house is within walking distance of local amenities such as schools, shops and parks.

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 six children at any one time when working alone. Currently they have 11 children on roll, four of whom are within the early years age range. All children attend on various days.

The childminder has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The childminder is a member of the National Childminding Association and the Sandwell 'Children Come First' Childminding Network. She holds a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a caring, homely environment where they have a strong sense of belonging and feel secure. Children make good progress towards the early learning goals through a range of fun and interesting activities. Inclusive practice is assured as the childminder has a sound knowledge of children's individual needs and very effective partnerships with parents. All of the required documentation is in place to ensure children's overall well-being is supported. The childminder demonstrates a good capacity to maintain ongoing continuous improvement through the use of reflective practice and 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 information gathered in relation to children's developmental starting points at the admission stage.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention as the childminder is fully aware of her duty to protect children in her care. She has a good knowledge and understanding of the signs and symptoms of abuse and has completed safeguarding training. The childminder has detailed procedures that cover reporting procedures and this information is shared with parents. Children play safely in this welcoming environment because the childminder is vigilant and ensures all adults undergo Criminal Bureau Checks to confirm their suitability. The premises are safe and secure and detailed risk assessments cover all aspects of the childminding service, and outings. Safety equipment is used appropriately around the home to minimise risks to children, such as socket covers and safety gates. Records relating to children's attendance, medication and accidents are maintained accurately and all documents are stored to ensure confidentiality.

Children flourish in this calm and caring environment. The childminder provides children with good levels of support and interaction and children benefit from this. She demonstrates a positive attitude to inclusion and children's individual needs are recorded and met effectively through daily routines. The childminder and her co-childminder are well-organised and make good use of the space within the home. Children are very settled and they confidently choose resources to direct their own play and are happy to ask the childminder for support.

Partnership with parents is excellent. They are clear about all aspects of the childminding provision and are provided with a very effective range of written policies and procedures. Information is exchanged with parents on a regular basis and they are kept fully informed about their child's daily routine, progress and achievement. Parent's views are sought on the quality of the provision and comments made by parents are very positive and supportive. The childminder recognises the importance of working with other providers of the Early Years Foundation Stage and other agencies to ensure children get the support they need and to ensure continuity of care and learning.

The childminder and her co-childminder work well together and aim to provide the best outcomes for children. They have made a positive start in evaluating their practice. They seek children's opinions about the activities they enjoy and what they would like to do in the future, their comments are recorded through the use of a monthly 'Mind map'. The childminder has implemented the recommendation from the last inspection effectively by improving her knowledge of child protection issues. She is committed to ongoing training to develop her knowledge and update her practice.

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

Children make good progress towards the early learning goals because the childminder has a good understanding of how children learn and develop. The

childminder and her co-childminder plan a stimulating range of activities and outings that results in children being active learners, creative and able to think critically. Children's progress is clearly recorded using individual 'Child profiles' which include a range of photographs showing children enjoyment and achievement across all areas of learning. Planning is adaptable depending on the children's interests and observations are used to plan the next steps in children's individual learning. However, there is further scope to improve the planning system by gathering more information about children's developmental starting points in their learning at the admission stage to further support their progress. Children's individual achievements are recognised and proudly displayed, this helps to boost their confidence and self-esteem.

Children enjoy creative activities, for example, painting, collage and making cards for special occasions. They like to play imaginatively and make up their own games, for example, with dolls and pushchairs. Children are supported in developing their understanding of problem solving, reasoning and numeracy within everyday situations. They count the steps as they climb up the slide, complete puzzles and learn about colour and shape names as they play. The childminder and her co-childminder skilfully interact with the children and encourage their communication and mark making skills. Children develop a love of books and enjoy listening to stories and singing nursery rhymes. Letter and number displays further support this aspect of children's learning. Children are learning about the benefits of a healthy lifestyle and children's physical development is fostered well. They enjoy playing in the garden on the trampoline, visiting local parks and soft play activity centres. The childminder encourages children's interest in technology as they learn to operate electronic toys. Children's understanding of a wide society is supported through the use of resources reflecting positive images of diversity, for example, dolls, books and puppets and activities based around celebrations, festivals and special days. Children play cooperatively and help their peers during play, for example, offering to find a spade for another child while playing in the sand and by helping them to operate a wind-up 'jack in the box' toy. As a result of these experiences children make good progress in developing skills for the future.

Children's welfare is effectively promoted because detailed documentation is in place to support children's individual needs. Children adopt good personal hygiene routines and know they have to wash their hands after playing outdoors, before meals and after using the bathroom. Children are encouraged to make healthy choices about what they eat, and have access to drinking water throughout the day to ensure they remain hydrated. Children are very confident in communicating their thoughts and good attention is given to developing children's understanding of dangers and how to stay safe. The childminder talks to them about road safety, stranger danger and children know how to evacuate the premises in the event of any emergency. Good behaviour is promoted and children are supported in developing a positive sense of themselves and others. Children display a strong sense of belonging and security within the setting. They behave well, join in, co-operate and share resources with each other.

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	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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