

Inspection report for early years provision

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Inspection date	26/04/2010
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and their child, aged 16 months, in the Northfield area of Birmingham. The childminder's husband is also a registered childminder. Both childminders have joint responsibility for the childminding practice. The premises are easily accessible via a low step at the front door. The whole of the ground floor of the premises is used for childminding and a first floor bedroom at the rear of the house is used as a dedicated playroom, bathroom facilities are also located on the first floor. There is a fully enclosed garden available for outdoor play. The family has a rabbit.

The childminder is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of five children. When working with her co-childminder they can care for a maximum of 10 children. Currently they have nine 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. She is able to take and collect children from local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel at home in the childminding environment where they share warm, friendly relationships with the childminder and her co-childminder. Children have access to a wide range of resources and experiences to help them make sound progress towards the early learning goals. Planning and assessment systems are developing well to support children's progress and achievement. Good partnership with parents ensures children's individual needs are met. The childminder is committed to improving the quality of her service through further training and evaluation of the provision. Most of the required documentation to promote children's safety and welfare is in place.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include assessments of risks for all outings and trips
- improve the procedures for recording accidents to ensure they include all the required details, this is with reference to the time the accident occurred
- consolidate the observation and assessment procedures to ensure parents are involved in their child's learning and contribute to planning their next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a secure knowledge and understanding of the Local Safeguarding Children Board procedures. The childminder shares child protection good practice guidance and procedures with parents. Children play safely within this welcoming environment because the childminder is vigilant about recording details of visitors to the setting and ensures all adults in the household undergo Criminal Record Bureau checks. Safety checks and risk assessments are devised in conjunction with the co-minder and ensure hazards to children are minimised in the house and garden. However, the assessments do not include all the outings children take part in to fully ensure their safety while outdoors. There are suitable systems in place to record children's attendance, accidents and medication. However, some accident records lack the required detail to fully support children's well-being. All records are stored to ensure confidentiality.

The childminder demonstrates a positive attitude to inclusion and offers a warm welcome to all children. Children's individual needs are recognised and understood by the childminder. Children show that they feel safe because they are at ease in the setting. They are happy to play independently and the childminder or co-childminder are always close at hand to offer support. The childminder is developing her knowledge and understanding of how to help children learn about a wider society and children take part in activities to help them learn about different cultures and festivals. The childminder makes good use of the space available in her home, children access a dedicated playroom where they can choose resources and direct their own play. Children enjoy a varied day, there are regular outings to local groups, parks and places of interest.

The childminder works closely with parents from the outset, gathering key information about children's individual care needs and parents' preferences. The childminder makes sure parents are kept informed about their child's daily routine and achievements through written feedback each day. The childminder also uses text messaging and email systems to keep in touch with parents, during or at the end of the day. Feedback from parents is positive and a number of written testimonials are included in the childminder's portfolio which indicate parental satisfaction with the provision. The childminder recognises the importance of working with other professionals in order to meet the needs of children and support children's continuity of care and learning.

The childminder and her co-childminder have made a positive start to evaluating their practice and use the Ofsted self-evaluation form to highlight the settings strengths and areas for improvement. The actions and recommendations made at the last inspection have been implemented well. This improves outcomes for children's well-being, safety and achievement. The childminder is committed to ongoing training to further improve her practice, knowledge and skills.

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

Children make satisfactory progress in their learning and development within the Early Years Foundation Stage. The childminder creates a comfortable and relaxed environment for children and this helps them to develop a sense of belonging. Children enjoy cuddles with the childminder as they snuggle up to her or the co-childminder when they are tired. The childminder has a sound knowledge of child development and uses this to provide activities that are suitable for both younger and older children. The childminder has introduced a system to record children's progress and achievements. She gathers information about children's starting points and is using the information gained from observations to plan the next steps in children's learning. However, there is further scope for improving the assessment system and engaging parents in their child's learning and planning the next steps in their learning.

The childminder has a sound understanding of how children learn through play and recognises the learning opportunities in every day activities. Younger children are able to move around at their own pace and play with many bright and colourful toys. Toys are attractively set out in the welcoming playroom where they can explore them in their own time, for example, activity centres, dressing-up clothes, electronic toys, books and puzzles. There are frequent opportunities for children to play imaginatively and be creative. Children have access to a range of role play equipment, construction and creative resources. They like painting, manipulating dough and sticking activities. The childminder and her co-childminder interact effectively with the children, engaging them in conversation. They look at picture books, read stories and sing songs to promote children's language and communication skills. Children's understanding of numbers and problem solving skills is supported, they explore shape, size and colour as they play with shape sorters, puzzles and building blocks. Their physical development is effectively promoted and they benefit from frequent opportunities to play in the garden, visit local country parks and soft play centres. Their knowledge and understanding of the world is developing well. Children observe animals at a nature centre, and when visiting a local farm and donkey sanctuary. They explore festivals and events from their own cultures and those of others, for example, Harvest Festival, Chinese New Year and Eid.

The childminder has a calm, consistent approach to behaviour management. She praises children in their achievements and encourages them to get on well together. Good behaviour is promoted through discussions based on the child's level of understanding, with gentle reminders about sharing and taking turns. Children's awareness of keeping themselves safe is developing well. They learn about road safety whilst on outings and older children know how to evacuate the premises in an emergency. Effective procedures are in place to prevent the spread of infection, for example, procedures for hand washing at appropriate times and the exclusion of sick children. The childminder and her co-childminder hold valid first aid certificates, this ensures they can treat children appropriately in the event of an emergency. Children's dietary needs are met and details of any individual needs are recorded. Healthy eating is encouraged and children are provided with a

range of healthy snacks and meals to meet their needs. Children have access to drinks throughout the day to ensure they remain hydrated. Children's progress in communicating, literacy and numeracy is fostered appropriately so that they are developing the skills they need in order to secure their future learning.

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	2
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	3
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