

Inspection report for early years provision

Unique reference number	EY395582
Inspection date	15/03/2010
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 registered in 2009. She lives with her partner, one adult child and three children aged, six years, 12 years and 19 months. They live in the Rowley Regis area of Sandwell. The whole ground floor of the childminder's home is used for childminding, this includes access to bathroom facilities. First floor rooms are not used. There is a fully enclosed garden available for outdoor play. The premises are easily accessible. Local shops, parks and schools are within walking distance. The childminder collects children from a local school.

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 four children at any one time. She currently has one child on roll in the early years age group and two children in the older age range. Children attend on various days. The childminder is a member of the National Childminding Association and holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides many good opportunities for children to learn and develop in 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:

- 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
- improve further the use of observations to plan activities that are tailored to meet the needs and abilities of individual children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has a good understanding of child protection, including the signs and symptoms of abuse. The childminder has clear procedures for reporting concerns and her safeguarding policy 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 in the household 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.

Children are happy and relaxed as the childminder offers warm, affectionate care that supports their welfare and learning. There is good provision in place to encourage children to have a strong sense of belonging. She makes good use of her home and resources indoors, where children can take part in a variety of enjoyable activities. Children have opportunities to choose what they want to do and follow their own interests.

The childminder is committed to ensuring the provision is inclusive for all families and partnerships with parents and carers are good. She 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 provides parents with a comprehensive range of written information about the provision, which includes an introduction pack and a set of policies and procedures that underpin her practice. The childminder has a good knowledge of each child's background and needs. She uses resources that represent a diverse society and activities and discussions help children to understand about the society they live in.

The childminder is fully committed to developing and improving the quality of her service through ongoing training to further enhance her skills and knowledge. 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 make good progress in the Early Years Foundation Stage towards the early learning goals. The childminder has a good understanding of how to help children make progress and enjoy their learning. Children are happy and confident in the childminder's care. The childminder's interaction with the children is good and she clearly enjoys their company. The childminder provides children with a wide range of play and learning opportunities, resources are easily accessible to encourage children to make independent choices. She knows the children well and is fully aware of their individual interests, play preferences and achievements. Planning and assessment systems have been devised and children's progress is shared with parents. Children's starting points are recorded following discussions with parents and initial observations. However, it is not always clear how the information gained from observations is used to plan activities that are tailored to meet the needs and abilities of individual children.

Children's personal, social and emotional development is fostered well. Children

display good levels of confidence and settle quickly into the childminder's home and daily routine. They are provided with experiences and support to help them to develop a positive sense of themselves. Children show they feel safe, they are at ease in the setting and happy to play independently and make choices about their play. Children's creativity is supported effectively, they enjoy painting, playing in sand and water, manipulating dough and modelling with clay. Children develop a love of books and enjoy singing, they like to choose their favourite rhymes from a number of pictures displayed. Early number skills are evident and the childminder includes counting in daily routines, for example, counting the number of pieces of fruit at snack time. During activities there are discussions about size, colour and shape names, for example, while looking at a book, the childminder talks about the 'green tractor with big wheels'. Children's physical skills are supported well. They have plenty of space to move around, they like to crawl through tunnels, play on, sit on and ride toys, and they visit local parks to use more challenging equipment. Children's knowledge and understanding of the world is supported well and they look at books about 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 exploring the local environment. Overall, children are developing good skills to support their future learning.

Children are content because their individual health, physical and dietary needs are met. Children learn about the benefits of healthy eating and the childminder offers a range of nutritious meals, snacks and fresh fruit each day. Regular drinks are provided to ensure children remain hydrated. Children learn how to keep themselves safe as the childminder offers gentle reminders about playing with equipment in a safe way. Children learn about fire safety and they practise the emergency evacuation procedures. All children are valued and the childminder helps build their confidence and self-esteem through praise and encouragement. Appropriate behaviour, such as using good manners, sharing and taking turns are encouraged. Children's good health and well-being are supported effectively and positive steps are taken to prevent the spread of infection. Good attention is given to keeping the care environment clean and children adopt good personal hygiene routines which helps to minimise the risk of cross infection.

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	3
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

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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