

Inspection report for early years provision

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| Unique reference number | 255329 |
| Inspection date | 23/06/2010 |
| Inspector | Jennifer Turner |

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| 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 1987. She lives in the Great Barr area of Birmingham, within walking distance to local schools, parks and shops. The whole of the ground floor of the property is used for childminding and the bathroom located on the first floor. There is a fully enclosed garden available for outside play. The family have a pet guinea pig and fishes.

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 six children and is currently caring for six children under the aged of eight years and two children over eight years. The childminder walks to local schools and nurseries to take and collect children. The childminder attends the local childminder support group and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good opportunities for children to learn and develop within the Early Years Foundation Stage. Planning and assessments are generally developing well. 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 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:

- review and improve the system for assessing children's learning and development to ensure that children's next steps are highlighted
- develop further planning to ensure learning intentions are clear and maximise learning opportunities for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder is clear about child protection reporting procedures and the signs and symptoms of abuse. Her home is well organised, offering a welcoming and interesting environment for all children. There is a good range of resources with a wide range of books and reading material easily accessed so that children confidently obtain play materials of their choice. The detailed risk assessments take into account all of the risks present in the

home, garden and places the childminder visits with the children. All documentation is well organised and confidentiality maintained. The childminder ensures all written consents from parents are in place to promote children's welfare effectively and medication and accident records are detailed. The childminder has a current first aid certificate and she regularly checks the contents of the first aid box. The childminder has effective procedures in place to ensure children maintain a healthy lifestyle. She keeps a record of the fridge temperatures which she checks regularly and ensures that their packed lunches are stored appropriately.

She plans a varied range of meaningful experiences to generally challenge the children's learning and development, based on observations of what the children can do and like, although at times learning opportunities are not fully maximised. The childminder observes the children as they play and has devised a learning journal for each child showing their progress, however it does not include the next steps in children's learning and development. The childminder effectively organises her day around the needs of the children, taking into account their individual care routines and preferences. The childminder manages her time well, and spends much of her time interacting positively with the children. She effectively uses the indoor and outdoor space to promote play opportunities for children.

The childminder offers an inclusive service and welcomes all children into her care. She plans a range of activities that encourages children to learn about other cultures and to value and respect each other. Children access a range of positive images resources such as puzzles, dolls and play figures including those depicting positive images of disability. The childminder has effective procedures in place with parents to ensure that the needs of their child are fully discussed and shared. Children have plenty of opportunities to share, meet new people and develop strong social skills as they regularly attend local groups.

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

Children achieve well and make good progress within the Early Years Foundation Stage because the childminder plans a wide range of activities and outings which children enjoy. The childminder's interaction with the children is good and she clearly enjoys their company, creating a happy social atmosphere, with good relationships and lots of chatter and discussion. Children understand the rules for safety when they are out and about, for example, when they walk from nursery or visit the local park they know the importance of finding a safe place to cross. Therefore, they are learning about keeping themselves safe. This is developed further as they discuss and practise the procedures in the case of an emergency. Clear fire evacuation procedures are in place, plus well-maintained fire safety equipment, for example, fire blanket and smoke alarms which she tests regularly. Children's behaviour is good and they develop an understanding of responsible behaviour because the childminder encourages them to behave well, to share and take turns. This is influenced by the childminder's calm approach and the fact that they are well occupied. The childminder is a positive role model to children, she is polite, friendly and courteous.

Children have good opportunities to play in the garden, where they have access to sand, water play and climbing equipment. They like feeding the pet guinea pig with their left over lettuce, feeding the fish and planting runner beans. Children like to sit quietly on bean bags in the play room reading and looking at books. The childminder uses a range of hand puppets to aid story telling and children enjoy playing with these. They imitate her as she shows them how to speak without moving their lips as they attempt to operate the puppets. There are good opportunities for all children to develop their mark-making skills and older children like to practise writing their name. Problem solving skills are encouraged as children access a range of puzzles, shape sorters and building bricks and they enjoy counting objects and singing number rhyming songs. Children's creativity is supported effectively, they enjoy painting, manipulating dough, art and craft activities, role play and dressing up.

Good procedures are in place to prevent the spread of infection, and children learn about good hygiene practices through the daily routine, such as washing their hands before meals and after using the toilet. They use paper towels for hand drying to reduce the spread of infections. They are encouraged to eat healthily and to have their 'good food' first, and parents are asked to provide healthy meals and snacks including fresh fruit. The childminder ensures children's beakers are filled throughout the day to keep them hydrated and their dietary needs are always met.

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

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| 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

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| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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