

Inspection report for early years provision

Unique reference number	EY293244
Inspection date	18/06/2010
Inspector	Jasvinder Kaur
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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 was registered in 2004. She works with an assistant. The childminder lives with her husband, two adult children and two children aged nine and seven years. They live in Great Barr, within walking distance of local amenities, such as schools, shops and parks. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outside play. Upstairs rooms are not used, except for access to the bathroom. The childminder has a dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is registered to care for seven children under eight years when working with the assistant. She is currently minding five children in the early years age group, on a part-time basis. The childminder also offers care to children over five years. This provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register.

The childminder takes and collects children from the local school and nursery and attends the local toddler groups regularly. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children share warm and friendly relationships with their peers, the childminder and her assistant. All children make good progress towards the early learning goals given their individual starting points. Effective links with parents and the local school help to build positive relationships and ensure that the needs of all children are well-met. Implementation of policies and procedures generally ensures children's welfare, health and safety is promoted. Regular self-evaluation by the childminder and her assistant ensures that any priorities for future progress are identified and acted on to help improve outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written consent from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare) (Also applies to the compulsory part of the Childcare Register).
- 25/06/2010

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

- keep a record of the risk assessment to identify and minimise hazards to children for any outings.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder clearly understands her role in child protection and is fully aware of the procedures to follow should a concern arise. Effective vetting procedures ensure adults having regular contact with children are suitable. The childminder promotes a working partnership with parents to safeguard children through sharing comprehensive policies and procedures. Systematic risk assessments of the premises and daily safety checks are carried out in all areas to eliminate hazards. Although the childminder demonstrates a good knowledge of keeping children safe on outings, records of these particular aspects are not maintained. This potentially compromises children's safety. Children are encouraged to adopt safe and responsible habits through regular input from the childminder, for instance, on road safety, the risks of talking to strangers and other possible dangers in their everyday life. Children are protected from the spread of infection, because there is a good procedure in place to exclude any with infectious illnesses.

The childminder has put in place effective methods to monitor whether the provision for children is sufficient. Her evaluation of the service on offer is insightful, and she has taken active steps to involve parents, children and her assistant in the process. At the end of everyday, they discuss how children have responded to activities and how they can build on their skills and interests. Because activities are closely matched to their individual stages of development, children enjoy learning and make good progress in all areas. The childminder and the assistant are proactive in accessing training to continually improve their knowledge and skills. The recommendation raised at the previous inspection has been met successfully. All policies and procedures have been updated in line with Early Years Foundation Stage, and information is shared with parents. Most children's records are well-maintained. However, there are some weaknesses concerning written parental consent for medication which impact on children's health and welfare issues. Nevertheless, all documentation is readily available for inspection and for parents.

The childminder works closely and cooperatively with parents, sharing information verbally on a daily basis and giving detailed written information about the service. Children benefit from having their profiles discussed regularly with parents. The childminder liaises with the staff at nursery to discuss children's learning experiences, sustain their interests and promote continuity and progression. Children feel secure, are comfortable and gain from good child-to-adult ratios. Toys and resources are deployed to provide free choice, thus encouraging children's independence and supporting their self-confidence and learning. Children develop their knowledge and understanding of the wider world through a good range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

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

The childminder is skilled at planning a broad range of stimulating and challenging activities based on children's interests and their stages of development. In particular, she makes very good use of local amenities to provide children with opportunities for developing their skills towards the early learning goals. The childminder has set up a good system to observe and assess children's achievements and help her plan next steps in learning. The children respond well to the childminder's active participation in games and show delight in playing with her.

Children's communication skills are fostered through daily story and singing sessions, regular visits to the library and encouragement from the childminder to use phonic knowledge to read simple words and their own names. A wide selection of books is readily accessible to children. They write for different purposes during play, such as writing a prescription or a shopping list. Children exercise imagination and express thoughts whilst using a good range of art materials to develop their creative skills. A variety of musical instruments, listening to music, role play and texture experiences, including paint, dough, cereal, water and sand play, support children's talents.

Children demonstrate a developing understanding of numbers and shapes through daily routines, play and number rhymes. They expand their simple calculation skills and learn about differences in size, weight and pattern during role play and planned activities. Children are encouraged to count and are praised for their achievements during indoor and outdoor play. For example, they work out how many more blocks are needed to make 'four', and how many spoons of sugar to add to a cup of pretend tea which they have made. There is a variety of themed activities to enhance children's knowledge of the environment, including learning about different countries, people and animals, going on nature walks and making regular trips to the library, farms and parks. A good selection of programmable toys and equipment, including a laptop, gives children opportunities to acquire Information and Communication Technology skills.

Children are helped to learn how to keep themselves fit. They enjoy a good range of indoor and outdoor physical activities that contribute to a healthy lifestyle. They walk to and from school daily and regularly play at their local park. Older children show awareness of their own needs and say 'I need my coat' before they go out to play. The childminder has a good knowledge of nutrition and plans a varied menu for the children, which is healthy. Children enjoy their lunches in a relaxed atmosphere, and drinks are readily accessible throughout the session. They learn the importance of personal hygiene through daily routines, for example, washing hands after using the toilet and before eating.

Children are happy and enjoy the company of familiar adults. They visit different children's centres and toddler groups, which supports their social skills. The

childminder uses an encouraging and consistent approach to managing behaviour which takes into account children's levels of understanding and maturity.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written statement of procedures to be followed for the protection of children in line with the Local safeguarding Children Board (Arrangements for safeguarding children) 25/06/2010
- take action as specified in the early years section of the report (Records to be kept) 25/06/2010