

Inspection report for early years provision

Unique reference number	EY402727
Inspection date	03/11/2010
Inspector	Christine Armstrong
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 was registered in 2009. She lives with her husband, one adult child and one child aged 12 years in a house in Oldbury West Midlands. The whole of the ground floor, which includes a conservatory, living room and kitchen is used for childminding purposes. There is a fully enclosed rear garden for children's outdoor play. There are local shops and schools within easy walking distance and the childminder collects children from local schools. The childminder has one dog with which children do not have contact.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for six children aged under eight years at any one time and of these, three may be in the early years age group. There are three children on roll in the early years age group who attend on a part-time basis. There are two children aged over five years who also attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's understanding of the Early Years Foundation Stage is strong. She works effectively with parents to ensure each child's care needs are met well. Children make good progress in their learning and development and enjoy their time in the welcoming and inclusive environment. Overall policies and procedures are implemented well to safeguard and promote children's welfare. However, not all legal welfare requirements are fully met. The childminder demonstrates a strong commitment to continually improve her service and outcomes for children.

What steps need to be taken to improve provision further?

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 19/11/2010

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

- carry out regular evacuation drills and record any problems encountered and how they were resolved in a fire log book
- develop systematic and rigorous self-evaluation systems to ensure the setting is assessed against all of the challenging criteria of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a strong knowledge and understanding of how to safeguard children. She has a clear understanding of the possible signs of abuse and she knows what to do if she was to have a concern about a child in her care. She undertakes and records daily and weekly safety checks which are effective in identifying and minimising hazards. This ensures children are kept secure and able to play safely. However, she has not kept a record of a yearly risk assessment, which is a legal requirement. The childminder provides parents with comprehensive information about her service and she obtains the necessary information she needs to care for their children. This contributes to safeguarding children's welfare. Effective arrangements are in place that support children's good health and minimise cross infection. Household members are known to Ofsted and appropriate checks have been undertaken.

The childminder provides a service that is inclusive for all children and their families. The environment is welcoming and conducive to learning. Resources are organised to ensure there is a stimulating selection readily available for children to access independently. Wall space is used well to welcome everybody, value children's achievements and provide information for parents. Posters, resources and contact with the local community foster children's understanding of diversity and differences. This ensures children learn to value aspects of their own lives and the diverse society in which they live. The childminder works effectively in partnership with parents and other agencies. This ensures all children, including those with English as an additional language, receive the support they need. As a result, all children are effectively supported to make good progress in their development.

The childminder demonstrates a strong commitment to developing her childminding service. She liaises well with other providers and makes good use of their expertise. This helps her to develop her provision and improve outcomes for children, particularly in relation to obtaining and organising resources. However, self-evaluation systems are not yet systematic or rigorous to ensure the setting is assessed against all of the challenging criteria of the Early Years Foundation Stage.

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

Children make good progress in their learning and development. The childminder provides a stimulating learning environment and is always on hand to provide high quality support to children's learning. She undertakes regular observations of children's achievements and she is establishing systems to identify their next steps in all areas of learning.

Children are enthusiastic learners because they are able to follow their own interest and initiate their own play. As a result, they become fully occupied and interested in their play. This helps to develop their learning in all areas and

supports the development of skills for the future. Indoors, children self-select confidently from the good range of toys available. They are attracted to the inviting range of books. Very young children know how to handle books and turn the pages correctly. The childminder is on hand to read stories and ask them questions which encourage children to name the things they see in the books and recall parts of the storyline. This supports the development of children's communications skills. Children show a keen interest in the stimulating range of simple technology toys on offer. These toys also support children's number, letter and sound recognition. Children press, turn and pull buttons and delight in the range of lights, sounds and responses this produces. Children develop problem solving skills as they stack toys and demonstrate a keen interest in naming colours and counting with the encouragement of the childminder. Children develop their imagination as they pretend to feed dolls in their highchairs. This type of play also helps them to make sense of their own experiences. They create sounds with musical instruments and move their bodies rhythmically to music. They explore different textures and media including natural materials, such as, sand and leaves.

Children benefit from visiting local childcare venues, which extends their experiences and provides them with opportunities to socialise with other adults and children. Their understanding of the diverse society in which they live is developed as they take part in craft activities to acknowledge the festival of Diwali. Children relate confidently to the childminder. They behave appropriately because the childminder sets clear boundaries for their behaviour and she helps them understand the reason for simple house rules, such as, tidying the toys away after use. Children develop some awareness of their personal safety as they begin to understand road safety when they are out with the childminder. However, they are not learning how to protect themselves in an emergency because the childminder does not provide opportunities for them to practise the evacuation procedures.

Children are beginning to develop an awareness of healthy lifestyles. They benefit from spending plenty of time outside. They play outdoors in the childminder's garden and develop their physical skills using large equipment in the local park and in the soft play area. The childminder is aware of their individual dietary needs and preferences and ensures these are met while still encouraging children to explore new foods and tastes.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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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