

Inspection report for early years provision

Unique reference number	EY264240
Inspection date	21/01/2011
Inspector	Carol Johnson
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 2003. She lives with her husband and two children aged 16 and 11 in Tipton, Sandwell. The whole ground floor of the childminder's home is used for childminding purposes. There is a fully-enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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 currently caring for three children in this age group. The childminder walks to local schools to take and collect children. The family has a dog.

The childminder holds a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they take part in lots of interesting and rewarding activities which cover all aspects of their learning and development. They are happy and settled and demonstrate a strong sense of belonging within the security of the childminder's home. The childminder provides an inclusive service where each child is valued and their individual needs are known and met. Good relationships are in place with parents and the childminder is aware of the value of forging strong links with other providers delivering the Early Years Foundation Stage. Current systems for self-evaluation, planning, observation and assessment are not fully effective but the childminder demonstrates a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to monitor and evaluate the quality of practice to identify the setting's strengths and priorities for development that will help improve the quality of provision for all children
- improve learning and development records to help form a more accurate view of where children are in their learning and development and where they need to go next, and explore ways of encouraging parents to contribute to these records and the planning, observation and assessment cycle.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. All adults in the household have been suitably vetted and the childminder demonstrates a good knowledge of child protection procedures. A clear safeguarding policy supports her practice and this is shared with parents. The childminder maintains and reviews risk assessment records and carries out daily visual safety checks on her home and any resources used for minding. Emergency evacuation procedures are regularly practised and this ensures that all are aware of the procedures to follow in the event of a fire.

Children flourish in the childminder's care. The well-organised and welcoming environment that she provides creates an atmosphere that is conducive to both learning and having fun. Children have plenty of space to play and rest, and resources are plentiful. The childminder loans additional toys and books and these are successfully used to enhance children's learning, play and range of experiences. Children's individual needs are known and met because the childminder has formed good relationships with them and their parents. She exchanges appropriate information about individual children's welfare and development and this helps to ensure consistency of care for children. Written policies and procedures have been shared with parents and these help to ensure the safe and efficient management of the setting. The diversity of individuals is valued and respected and her fully-inclusive policies and procedures work well in practice.

The childminder is enthusiastic about what she does and is keen to promote the best possible outcomes for the children. Since her last inspection she has attended a wealth of training courses and has achieved a recognised early years qualification at Level 3. Consequently, her self-confidence and knowledge and understanding of relevant subjects have increased. The childminder recognises the importance of building good relationships with others and regularly meets with other childcare professionals to share good practice and exchange ideas. She also uses the internet and childcare publications to gain additional information and to provide inspiration for activities. The childminder uses a range of methods to informally evaluate her practice and is constantly assessing what she provides and how it could be improved. However, systems for doing so effectively are not fully developed and do not successfully take into account the views of others. Consequently, her ability to effectively identify her strengths and priorities for improvement is somewhat impeded.

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

Children are making good progress in relation to their starting points because the childminder knows them really well and is intuitive with regards to their individual needs and personalities. She provides a wealth of fun experiences for children that interest them and help them to gain the skills they will need in future life. For

example, children go on regular outings to local community groups and through mixing with other people their social skills and confidence are developing well. They visit the library on a regular basis and this helps to foster children's interest in books and raise their awareness of the connection between written and spoken words. Children enjoy imaginary play and act out familiar experiences using the vast array of role play resources that are available to them. Children smile and laugh and show by their actions that they are at ease in the childminder's care. They happily go to her for comfort, reassurance and support and she is warm and affectionate towards them.

The childminder regularly observes children and through discussion demonstrates a clear awareness of where individual children are at in terms of their learning and development and where she intends to move them on to next. Each child has their own individual 'Learning Journey' and this contains examples of their artwork, photographs of them involved in play and the childminder's observation records. These are used to build a picture of children's progress over time and help to inform their parents. However, the childminder's methods for recording her planning, observations and assessments are not yet fully established. Also parents are not effectively encouraged to contribute to their child's 'Learning Journey' or the planning, observation and assessment cycle. Consequently, opportunities for increased parental involvement are reduced and useful information to help the childminder plan effectively for children's next steps is not readily available.

Children's health is effectively assured as they follow good hygiene procedures and enjoy healthy and nutritious meals and snacks. All areas of the childminder's home are very clean and children's medical information is appropriately exchanged between the childminder and parents. Children are learning about the benefits of an active lifestyle as they enjoy lots of physical exercise and fresh air. They play outside in the childminder's garden, visit soft play centres and parks and go for walks in the local environment. Children learn about road safety on these outings and this is reinforced through discussion and play with small world toys that include cars, people and a road mat.

Children behave well and are learning to share and take turns. Their good behaviour and effort is readily acknowledged by the childminder who provides them with a positive role model. She ensures that children are aware of house rules and understand why they are in place. For example, she reminds them about not climbing on furniture in case they should fall. Children learn about themselves and the wider community through general discussion, exploring various religious and cultural festivals and enjoying easy access to an extensive range of resources that show positive images of diversity.

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	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
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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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