

Inspection report for early years provision

Unique reference number	EY407269
Inspection date	13/12/2010
Inspector	Jayne Rooke

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 assesses 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2010. She lives with her husband and three children aged 16 months, two and a half years and four and a half years in Northfield, Birmingham. The whole of the ground floor of the property is used for childminding. Access to the premises is suitable for people with disabilities. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child who is within this age group. She also offers care to children aged over five years to eight years. The childminder is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and separate happily from their parents as they are valued as individuals and practice is inclusive. They enjoy a stimulating and varied range of play and learning experiences in a well-organised and welcoming environment. Effective observation and assessment systems ensure that children's individual progress is closely monitored and supported well. The childminder builds strong and trusting partnerships with parents, carers and other professionals so that children receive consistent and complementary care. Most records are accurately maintained and procedures work well in practice. Self-review systems are used well to promote improvement through continuous professional development.

What steps need to be taken to improve provision further?

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

- improve the recording of risk assessments for fire safety arrangements.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect as the childminder has secure knowledge of safeguarding policies and procedures. All adults in the household have completed the necessary vetting procedure. The childminder is vigilant about security indoors and outside, ensuring that children are safely supervised at all times. Risk assessments are conducted for all areas of the home and for each

outing. Procedures for emergency evacuation work well in practice and children are involved in a regular fire drill. However, risk assessment records lack clear detail of fire safety arrangements when caring for babies and young children during sleep time routines. This potentially impacts on children's safety. However, the childminder does not use the first floor for childminding purposes, which reduces this risk.

The childminder uses a recognised self-evaluation system well to identify her strengths and areas for improvement. As a result, she has attended a number of training courses to develop her professional knowledge and skills and is focused on further developments to children's learning experiences. She actively seeks support from the local authority development team and other childcare professionals to enhance her practice. She has a positive approach towards equality and diversity. Resources and activities are carefully planned and organised to enhance children's knowledge and understanding of diverse communities, cultural traditions and beliefs and disabilities. Children with identified needs receive appropriate support at an early stage. The wishes of parents and carers are valued and respected so that children receive individual and personalised care. All of the necessary signed consents and information about each child are in place to support their welfare. Records are stored securely and confidentiality is maintained. Comprehensive written policies, covering all aspects of the provision, are used well to guide and inform the childminder's practice. This helps parents and carers to understand the regulatory procedures.

The childminder builds strong and trusting partnerships with parents and carers which helps her to provide consistent and complementary care. Children new to the setting are helped to feel comfortable and secure through a series of introductory visits. Parents and carers receive daily feedback about their child's care and progress and are invited to share and contribute to their child's development records. As a result, children are happy and settled. The childminder takes children to other childcare settings to enhance their learning and development. She spends time getting to know other professionals to share ideas and obtain information relating to children's care, learning and play. Consequently, children make good progress in their learning.

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

The childminder provides a good balance of activities and experiences that foster active learning well. Planned activities cover all areas of learning and provide appropriate challenge for all children. Routines are well planned and organised to support individual children's learning and development. As a result, children participate enthusiastically in purposeful play and exploration. For example, the childminder talks kindly and reassuringly to babies and young children as they wake up from their sleep. She explains what is happening in their daily routines and play, which helps them to settle and gain a sense of belonging. Children feel safe within the childminder's warm and welcoming home. Toys and equipment are easily accessible to children so that they can freely explore and investigate and

express their curiosity. Their personal comforters and individual drink containers are readily available to them so that they can make choices and develop their independence. Positive interaction between the childminder and children encourages them to find their voice as they excitedly join in with 'peek-a-boo' games. Young children mimic hiding and peeking movements during their active and spontaneous play. They smile and giggle and wave their hands with joy and excitement in response to the childminder's active engagement in their play. Babies and young children show a keen interest in their surroundings. They find out where things go and how things work as they fix shapes into a shape sorter. The childminder skilfully responds to children's changing interests, encouraging them to count as they clap, sing and investigate a variety of objects. She plans varied and stimulating activities to develop their creativity through music and sensory play. Young children delight in the different sounds that they make with their home-made musical instruments. They join in excitedly with their favourite rhymes and songs, moving their bodies in different ways as they 'wind the bobbin up'. They feel confident to move freely around the room and to join in with others. The childminder offers support when needed and guides children towards positive behaviour, encouraging them to share and take turns. Children's creativity is fostered as they paint and model with a wide range of materials. They enjoy the feel of paint on their hands and look with interest at the changing effects of 'gloop'. The childminder skilfully develops children's early writing skills as she introduces them to 'magic mark' makers and a variety of creative and writing materials.

Children learn how to keep themselves safe as the childminder helps them to understand what they can and cannot do. They learn how to play safely indoors and know that they have to stay close to the childminder when outdoors. The childminder has effective policies and procedures in place to ensure that children are safely transported in a vehicle. She sensitively supports children who are experiencing loss or change in their lives, which helps them to feel safe and secure.

Good hygiene practices and attention to healthy eating ensures that children lead healthy lifestyles. They enjoy plenty of fresh air and exercise during regular outings and outdoor play. Children are introduced to other childcare activity groups so that they feel confident and secure when they are ready to move on to the next setting. The childminder consistently observes and assesses children's progress. She skilfully uses observations to inform future planning and to identify children's next steps in their learning. She communicates well with other carers to support children with additional needs. As a result, children make good progress towards the early learning goals and develop strong skills for the future.

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
--	---

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

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: Met

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