

Inspection report for early years provision

Unique reference number	EY395863
Inspection date	11/01/2011
Inspector	Lesley Bott
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 2011

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 and children aged six, 10, 12 and 14 years in Balsall Heath, Birmingham. The whole of the ground floor of the childminder's home is used for childminding. There is a fully enclosed outdoor area available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet cat.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children who are in the early years age group. She is registered on the Early Years Register and both parts of the childcare register. There were no children present at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder was able to show through photographs and discussion with the inspector, how she provides a warm, welcoming and inclusive environment, where children are respected and valued. Children are generally safe and secure in an environment where most aspects of their welfare are well promoted. Partnerships with parents and others are established through daily verbal feedback, however evaluation of activities to ensure that individual needs are met, is still to be developed.

What steps need to be taken to improve provision further?

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

- use evaluation and assessment to plan the next steps in a child's developmental progress to ensure individual needs are met
- develop further the record of risk assessment to include outings to ensure children's safety
- develop further evaluation systems to ensure that the quality of children's learning, development and care continues to improve

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a sound understanding of child protection procedures and is clear about her duty to report and record any concerns. Although she is on the waiting list to attend a safeguarding course, the child minder is aware of the signs and symptoms of abuse and all parents have a copy of her written policy. Through discussion with the childminder she is able to display a satisfactory understanding of the Early Years Foundation Stage and how to meet the needs of the children.

The childminder is aware of potential hazards in the home and checks her home regularly to ensure hazards are kept to a minimum. The required fire detection equipment is in place, such as smoke detectors on both levels of the premises and a fire blanket is sited in the kitchen. However, the childminder has not included outings in her written risk assessment to fully ensure children's safety. Children are developing a sense of how to stay safe within the setting as the childminder explains routines and house rules to the children. Children's understanding of dangers and how to stay safe is satisfactory through the gentle reminders from the childminder.

The childminder has a satisfactory range of equipment in place to help provide a suitable play and learning environment for children. She is able to demonstrate through photographs and discussion how she provides a variety of interesting activities for children. However, the childminder observes and records children's activities but has not started to assess children's learning and development to ensure their next steps are known and planned for. She is committed to developing her understanding of these requirements through training in order to support children's progress towards the early learning goals.

The childminder recognises the importance of working in partnership with parents. She has a number of written policies and procedures which are shared with parents, such as a complaint policy and safeguarding procedures. The childminder is aware of the required records she needs to have in place when caring for children. Suitable systems are in place to record children's attendance, accidents and medication. The childminder holds a current first aid certificate and a first aid box is easily accessible. Effective self-evaluation and monitoring systems are not yet established although the childminder shows a keen interest in developing her skills and knowledge further.

Through discussions the childminder was able to demonstrate how children are making progress towards the early learning goals. She ensures they have access to a wide range of activities and play opportunity which promotes their learning and development as children are able to select what to play with independently. Planning is not in place and therefore children's interests are not always met. Although, the childminder has a suitable awareness of what children need to do next, she does not use assessments to plan for the future. This means that there may be some gaps in the educational programme over a period of time.

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

Although there were no children present during the inspection, the childminder ensures that children are settled and comfortable within the home. Children are able to develop trusting relationships with the childminder because she plans activities to encourage them to talk about people who they feel safe with. Children learn to communicate through the use of stories and rhymes as they are able to access books.

Children's independence and self-esteem is well fostered. The childminder explains that the children are able to express their own ideas for what they want to do and to select activities for themselves. The craft table is always out with different activities for the children to choose to partake in ready for when they arrive. Children develop their imagination as they access messy play, such as playdough. They are able to develop their creativity as they draw and paint using different types of materials. Photographs show the children decorating balloons and choosing different coloured paints during craft time.

The childminder has a positive attitude to equality and diversity. She talks to children about different cultures and beliefs in the wider world which promotes their understanding of diversity. There are no children currently attending with special educational needs and/or disabilities however, the childminder demonstrates satisfactory knowledge of appropriate systems to adopt and would adapt activities and practice accordingly. Children have the opportunity to use local facilities and socialise, as they visit story time at the local library, and attend the local childminding group. They enjoy developing their social skills as they meet other children and use different types of media through play.

The childminder was able to demonstrate that the children are developing a satisfactory understanding of healthy lifestyles. They know and understand to use aprons when taking part in messy play and adopt sound personal hygiene routines as they wash hands before eating. Through discussion with the childminder she was able to demonstrate that the children are beginning to understand the benefits of physical activities and enjoying fresh air and exercise to promote healthy lifestyles.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----