

Inspection report for early years provision

Unique reference number	255107
Inspection date	07/03/2011
Inspector	Adelaide Griffith

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 1991. She lives with her husband and one adult child in the Great Barr area of Birmingham. The whole of the ground floor property is used for childminding. There is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making consistent progress in their learning and development. Children's welfare is effectively safeguarded and their individual needs are met competently. On the whole, awareness of diversity is well promoted. The relationship with other early years providers is in its infancy. The childminder has used the self-evaluation process to review her practice and to make changes that work well for the children. The childminder works well with parents and other providers to promote children's care and learning. The childminder provides an environment in which children develop well.

What steps need to be taken to improve provision further?

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

- support children's understanding of the wider world by expanding the range of resources to reflect the diversity beyond the setting

The effectiveness of leadership and management of the early years provision

The childminder is well-informed about her responsibility to protect children and has completed a safeguarding course to ensure that she maintains current knowledge and understanding. All procedures that contribute to children's well-being are implemented effectively. For example, the premises are maintained in a clean condition. The childminder is keen to ensure that children are kept safe. She has decided not to use the garden temporarily because it is not appropriate to do so. Local facilities, such as, the park and playgroup are used to ensure that children play outside. The childminder accurately identifies the strengths of her

provision. She specifically includes the safe, secure environment and a broad range of resources and activities that promote children's learning effectively. She has used the self-evaluation process to review her practice and has made improvements to the planning and observations to support children successfully. The childminder demonstrates ample capacity to maintain continuous improvements. She has addressed the recommendations from the last inspection competently and has plans to develop the setting further.

The strong partnership with parents is underpinned by trust and frequent communication. Parents receive information about the setting when children first attend and the childminder discusses what children can do. The childminder shares information about children's achievement daily. She implements similar activities used in the home to promote children's learning. Parents comment favourably on the service they receive and the progress their child has made in the care of the childminder. The childminder meets regularly with other childminders to discuss practice issues and regular contact with local authority staff contributes to this process. The childminder obtains material from other settings that children attend to ensure that there is continuity of learning and development to support children fully. Children are highly valued and recognised as individuals. Their needs are addressed as agreed with parents, for example, to sleep in a pushchair instead of a travel cot. The childminder ensures that children have access to a wide selection of resources including those that reflect positive images of other cultures. However, there are relatively few resources to help children learn about disability. Consequently, children's awareness is not readily reinforced through the provision of relevant toys.

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

Children enjoy a wide range of activities that promote their learning and development. They confidently access available resources or request those that are not visible. Children's language skills are well-developed because the childminder talks to them continually. Children delight in looking at books which they choose for the childminder to read. She encourages their active involvement by inviting them to point at pictures and to say what these represent. Children's number skills are very good. They draw pictures of dinosaurs with 16 legs and consistently count correctly beyond 10 without assistance. Children demonstrate their understanding of the world around them. They inform the childminder that she should purchase some items that are not widely available. Their awareness of the community is raised by attending playgroups regularly and this contributes to children's skills for the future. Children frequently express their wish to engage in specific activities. For instance, they request paper to draw pictures and clearly explain what they have drawn. Children are at ease in the homely environment and occasionally burst into song spontaneously. At other times they join in with the singing of nursery rhymes. They play independently or with peers and remain engrossed in activities, for example, when turning the pages in a book. They remain concentrated in problem-solving play when assembling puzzles and ask for help when they encounter difficulties.

The childminder has a good understanding of the Early Years Foundation Stage framework and follows the guidance to plan activities across all areas of learning. She considers children's preferences and includes these in the planning to provide interesting play activities. The childminder is committed to developing children's skills and carries out observations to identify where additional help may be required. She knows the children well and concentrates on moving their learning onto the next stage when it is appropriate to do so. The childminder treats children with respect and consistently promotes choice. For example, at dinner time they choose what they wish to eat. They are gaining an understanding of healthy lifestyles by eating balanced meals and drinks are kept within reach. Children benefit from physical exercise when walking from nursery and they demonstrate a well-developed understanding of keeping safe by explaining how to cross the road. Children have a good balance between vigorous play and quiet activities. Children have formed strong bonds of attachment to the childminder. She is responsive to their needs and cuddles them when they need to sleep. Children are very well-behaved and comply readily with requests, for instance, to share resources. The childminder reinforces good behaviour by providing stickers as rewards and children proudly attach these to their clothing. They contribute effectively to the setting by placing floor mats, tables and chairs where they can be used for activities. Children are making good progress towards the early learning goals because the childminder implements a wide variety of activities to stimulate their development.

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

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