

Inspection report for early years provision

Unique reference number	EY263377
Inspection date	17/03/2011
Inspector	Hayley Lapworth

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 2003. She lives with her husband and three children aged 12, 14 and 17 in Harborne, Birmingham. The whole of the ground floor of the childminder's house is used for childminding along with a large lodge at the bottom of her garden. There is a fully enclosed garden for outside play. The childminder is registered to work with two assistants.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time when working alone. This number increases when the childminder is working with an assistant/s. The childminder is currently minding ten children who attend on a full and part-time basis, eight of whom are in the early year's age group.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the childminder's home. Her understanding of the Early Years Foundation Stage is good. She promotes children's care needs well and meets their individual developmental needs effectively. Children have sound opportunities to learn about the world around them. Being healthy is promoted extremely well and the childminder ensures that all children are valued and included. Information is obtained from parents and available for inspection by Ofsted. Written risk assessments have not been devised and the childminder is in the early stages of tracking and assessing the children's learning. The childminder is aware of her strengths and areas for improvement and uses this awareness to review her practice.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 31/03/2011

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

- further develop methods used to observe and assess children's learning in order to plan to meet children's individual needs and identify the next steps

in their learning

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. Robust recruitment procedures are in place and the childminder ensures that all adults living and working on the premises complete vetting procedures. The childminder has a secure knowledge and understanding of types of abuse and of possible signs and symptoms. She is also aware of her responsibilities in the event of a concern. A safeguarding policy is in place and the childminder effectively guides her assistants who work alongside her. The childminder deploys herself, her two assistants and resources very well indeed. Therefore, ensuring the children are fully supervised at all times. Many potential hazards to children have been minimised. However, written risk assessments are not in place. Consequently, this impacts upon the children's safety and welfare. Parental consents are in place for administering medication and the childminder is aware of any legal restrictions and who has parental responsibility for the children in her care. Documentation is well maintained and information is attractively displayed for parents and visitors to browse.

The childminder places a high emphasis upon her own professional development. She holds a level three national vocational qualification in child care. She continues to develop her skills and knowledge by research and accessing short training courses. All of which positively impact upon the quality of service she provides.

The childminder recognises that self-evaluation plays a key role in continuous improvement and has begun to develop effective systems to monitor the provision. She is aware of her own and her assistant's strengths and weaknesses and has identified areas for improvement. There were two recommendations raised at the last inspection, both of which have been fully addressed.

The childminder has a positive attitude towards inclusion and is committed to treating children and their families with equal concern. Consequently, she is effective in meeting the needs of all the children who attend. Secure arrangements are made to ensure children of all ages and capabilities access all of the facilities and activities that are on offer. The childminder demonstrates how children with special educational needs and/or disabilities can be fully involved. She is aware of the benefits to children and their parents where relationships are built between two providers where children attend more than one setting. This helps to contribute towards a consistent approach for the children's care and learning needs.

Partnerships with parents are securely enhanced and visitors to the setting are made to feel welcome by the childminder, the assistants and the children. Parents are provided with a wealth of written information at the onset of care, most of which is also verbally discussed during the settling-in period. Parents comment positively on a number of aspects of the service. They also confirm that they would happily recommend the childminder to their friends as they are very happy with

the service. They also advise that the childminder keeps them fully informed about their children's well being and activities they have participated in.

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

Children are settled and keen to learn. On arrival they quickly settle and get involved with the activities that are on offer. Many are articulate and confident individuals who are keen to share their experiences with the inspector. The childminder monitors the children's development and ensures they receive a balance of opportunities across the six areas of learning. Children of all ages and capabilities are appropriately challenged and effectively supported by the childminder. The planned activities and range of resources meets their needs well. The childminder provides them with a good balance of adult-led and child-initiated activities. There are some methods in place to observe, assess and track the children's learning. However, this area is currently being developed. Planning includes the children's individual interests and is flexible. Therefore, children are making good progress towards the early learning goals.

Children are making good progress in their knowledge and understanding of the world around them. For example, they spend time studying the wildlife in the garden, watching what the birds like to eat and how the squirrel behaves. They are involved in conversations about the changes in the seasons and which trees in the garden are evergreen. Children participate in activities, such as, planting and growing and have fun crushing seeds with their feet. Children learn about herbs and how they enhance the flavours in our food. Children are encouraged to recycle by collecting together all the bread products that are not eaten at lunch time. This waste is then used to feed the birds. They are encouraged to bring in milk cartons and boxes from home that they can use for junk modelling. Children are involved in looking at culture and religion through celebrating a range of festivals.

Children's understanding of their own safety is enhanced through participating in activities supported by the childminder. For example, they practice what they should do if in the event the childminder or her assistants become ill or involved in an accident. They learn about contacting the emergency services and keeping calm.

In addition, they are involved in practising the evacuation procedure which enables them to keep themselves safe in the event of an emergency. Children's good health is excellently promoted as highly stringent procedures are in place to prevent the spread of infection. Children follow very effective hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from an excellent variety of food that is on offer which takes into account any dietary needs they may have. For example, they make choices between pasta and sauce and chicken curry, both of which they thoroughly enjoy. The childminder and her one of her assistants are qualified in first aid which means they can offer appropriate care in the event of an accident involving the children. The first aid box is appropriately located for easy access and the stock is effectively monitored to ensure no out-of-date items are used. Detailed

health records are completed and children's specific medical needs are known by the childminder. Outdoor physical play is encouraged on a daily basis. Therefore, the children's health and well-being is superbly enhanced.

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	1
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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 31/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Suitability and safety of premises and equipment) 31/03/2011