

Inspection report for early years provision

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Inspection date	14/02/2011
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.

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 1997. She lives with two adult children in the Great Barr area of Birmingham. The whole of the ground floor of the childminder's home 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 four children attending who are within the Early Years Foundation Stage, all of whom 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 voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children in the Early Years Foundation Stage are making consistent progress in their learning and development. On the whole, their welfare is effectively safeguarded and their individual needs are met efficiently. The childminder understands how to use the self-evaluation process to make changes for the benefit of the children and to maintain continuous improvement. The childminder has identified areas for further development and has taken steps to achieve this. The fruitful partnership with parents and other providers ensures that children get the support they need to provide continuity of care and learning. The childminder provides a setting that fosters children's wellbeing positively.

What steps need to be taken to improve provision further?

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

- develop observations further to consistently make links to the 'Development matters' prompts to plan the next steps in a child's developmental progress
- review the risk assessment to include hygiene, cleanliness and minimising the risk of cross infection with regard to hand-washing procedures.

The effectiveness of leadership and management of the early years provision

The childminder is well informed about her safeguarding responsibilities to protect children and she has completed relevant training. The childminder is committed to safety and ensures that risk assessments are carried out consistently for the premises and for outings. The childminder is well organised and has effective systems to ensure that her setting operates smoothly. All the required

documentation is available for inspection.

The childminder is keen to maintain continuous improvements. She works in partnership with other childminders to develop her understanding of the Early Years Foundation Stage. This is reflected in the planning of activities to promote children's learning. Since the last inspection the childminder has reviewed her provision and has made many changes. For example, she has installed a banister on the stairs. Consequently, the safety of children is enhanced. The self-evaluation process is used effectively to identify the strengths of the setting. For instance, the childminder works at laying a firm foundation to achieve her vision of preparing children effectively for formal education. The childminder is responsive to suggestions from parents and has considered how to extend communication to include electronic methods. The childminder has competently addressed the recommendations from the last inspection and has identified areas for further development. She has set out how the outdoor space will be used more effectively to promote all-round development in children's play.

The strong partnership with parents is underpinned by trust and open communication. The childminder is supportive towards parents and offers a flexible service to help families. A parents board is used to display material that may be of interest including information about the Early Years Foundation Stage. When they first start the childminder talks to parents about preferences, routines and what their child can do. She shares information daily about their achievements and agrees aspects of care on which they collaborate. For instance, they discuss when to start potty training and encouraging children's independent skills. Parents comment favourably on the service they receive and the progress in children's development since attending the setting. The childminder works consistently with other early years providers to promote children's learning and development. She liaises frequently with the local nursery and obtains information about planning and activities to be implemented. As a result, the continuity of children's learning and development is well maintained.

The childminder is committed to providing an inclusive environment in which all children are valued. She knows the children well and ensures that their individual needs are met superbly. The childminder is proactive and operates a scheme with other childminders to provide a vast supply of resources that promotes awareness and learning about other cultures. Children have unhindered access to toys that reflect positive images of disability and activities are implemented to reinforce their learning. Currently, the childminder does not mind children with disability. Nevertheless, she is forward thinking and has purchased a mobile ramp to facilitate the mobility of children with disability should the need arise.

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

Children enjoy their time at the childminder's home where they have ample opportunities to develop many skills. Role play helps children to express their understanding of what they see. For instance, they improvise with a selection of items which are used instead of a telephone. They frequently pretend to talk to

parents and the childminder builds on this by providing telephones that encourage the pressing and recognition of numbers. Children's language skills are developing well because the childminder talks to them consistently. Children are happy and this is reflected in their interaction as they smile a lot and often sing spontaneously. The childminder works well with children's preferences to promote learning. For instance, when they choose books she sits with them and make links with the storyline and their experience of swimming. This means that children are affirmed as individuals because the childminder acknowledges what they can do.

Children's self-esteem is raised further when the childminder rewards their behaviour as they respond positively to requests. For example, she asks them to climb down from stools to avoid falling. Consequently, children are learning to stay safe. They are well behaved because the childminder uses developmentally-appropriate strategies to encourage good behaviour. Children are gaining a significant awareness of the wider world through a vast selection of dressing-up clothes that promotes their perception of other cultures. They also have opportunities to learn about the variety of food available in other countries. They gain an awareness of the local community through visits to the park and farms where they see a wide selection of animals. They effectively develop large muscle skills while they run around during these activities and during outside play in the garden.

The childminder skilfully integrates children's learning into the daily routine. Meal times are used to talk about the selection of food in lunch boxes. Children demonstrate a concept of problem-solving as they explain that the sandwich is cut in half and that these constitute two pieces. The childminder promotes creative and cooking skills as children sit at tables to decorate cakes. The childminder is confident in her knowledge of child development and plans activities across all areas of learning. She carries out observations regularly to identify where additional support is required. However, the next steps in children's learning is not consistently included and the links with the Early Years Foundation Stage is not always used to move children on. This means that learning is not always promoted to highest level.

Children's good health is competently promoted because the childminder implements certain procedures. For example, the premises are maintained in a clean condition. Although the childminder uses individual towels when changing children, she does not consistently wash her hands after changing each child. This means that opportunities to protect children rigorously against infection are occasionally missed. Children are gaining a clear awareness of maintaining personal hygiene because they are given wipes to use when necessary. They eat balanced meals and they frequently access their individual beakers of drink. The wealth of resources stimulates interest in activities that help them to develop skills for the future as they progress towards the early learning goals.

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	1
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	1
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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