

## Inspection report for early years provision

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<b>Unique reference number</b>	261026
<b>Inspection date</b>	14/04/2011
<b>Inspector</b>	Carol Johnson

<b>Type of setting</b>	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 2001. She lives with her adult son and twins aged 15, in Chelmsley Wood, Birmingham. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. The childminder is currently caring for a total of four children in this age group. Children attend for a variety of sessions. The childminder also cares for some older children that attend before and after school and in the school holidays.

The childminder holds an appropriate early years qualification. The family has a dog.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and progressing well as they take part in lots of interesting and rewarding activities that cover all aspects of their learning and development. The childminder provides an inclusive service and good relationships are in place with parents and other providers delivering the Early Years Foundation Stage. The childminder's home is safe and secure but she has not ensured that her knowledge of Local Safeguarding Children Board guidance is up-to-date. Current systems used for observation and assessment and self-evaluation are not fully effective but the childminder demonstrates a strong capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- develop an up-to-date understanding of safeguarding children issues by obtaining information regarding Local Safeguarding Children Board procedures and guidance.
- develop strategies for using the Practice Guidance for the Early Years Foundation Stage to support continuous observational assessment and to help form a clear view of where children are in their learning , where they need to go next and the most effective practice to support getting them there
- consider using the Ofsted self-evaluation form and develop self-evaluation methods to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are suitably safeguarded. The childminder is vigilant with regards to safety and carries out daily visual checks with regards to the safety and suitability of her premises and equipment. Suitable risk assessment records are in place and a general range of safety precautions are taken to help minimise potential risks to children. For example, there are safety catches on low-level cupboards and drawers in the kitchen and there are smoke alarms on both floors of the childminder's home. The childminder confidently describes a range of potential signs and symptoms of abuse and is well aware of her responsibility to record and report any concerns. However, children's welfare is potentially compromised because she does not have recent information in respect of Local Safeguarding Children Board guidance. All adults in her home have been suitably vetted and children are only released into the care of known individuals.

The childminder is enthusiastic about what she does and is keen to promote the best possible outcomes for children. Since her last inspection she has made a number of improvements and these include obtaining a recognised early years qualification, purchasing additional toys and adding a covered decking area in her back garden. Consequently, the childminder has developed her knowledge and understanding of childcare related subjects and children's experiences have been enhanced. The childminder informally evaluates her practice and has identified some things that she would like to improve. For example would like to attend safeguarding training and develop learning and development records for minded children. However, effective methods for self-evaluation have yet to be established and impact on the childminder's ability to successfully identify her strengths and priorities for development.

Children are happy and settled in the homely environment provided by the childminder. They have plenty of space to play and rest and enjoy easy access to a wide range of resources. Children's individual needs are known and met because the childminder has formed good relationships with the children and their parents. They regularly exchange information regarding children's welfare and development and good partnership working has been established. Letters received from parents, shown at inspection, include a range of positive comments about the childminder and the service she provides. For example, they comment on her professional approach, the wide range of experiences enjoyed by their children and the positive way she manages children's behaviour.

The childminder is not currently caring for any children with special educational needs and/or disabilities or those who speak English as an additional language but demonstrates a very positive attitude towards doing so. Some children in her care also attend a local school and the childminder takes the time and effort to find out about children's experiences there and uses what she discovers to enhance children's learning and experiences when they are with her. She relays important information between parents and the school and this helps to ensure children's

well-being.

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

Children are progressing well in relation to their starting points because the childminder knows them really well and is intuitive with regards to their individual needs and personalities. She informally observes them during play and provides a wealth of fun experiences that interest children and help them to learn and gain the many skills they will need in future life. For example, through cookery activities children learn about healthy eating, hygiene and safety. They also learn about weight, measure and what happens to the various ingredients when they are mixed and cooked. The childminder draws children's attention to numbers, colours and shapes that occur in the environment and this learning is reinforced during their play. The childminder talks to parents about their children's needs, preferences and interests and carefully considers this information when planning the daily routine. She maintains daily diaries for the younger children and older children have individual folders in which they put some of their artwork. However, children's learning potential is somewhat impeded because effective strategies for observation, planning and assessment have yet to be fully established.

Children are confident and show by their actions that they feel safe and secure. They are at ease with the childminder and her family and older children chat happily about things that are of interest to them. The childminder shows children that their communications are valued by actively listening to what they have to say and responding appropriately. She offers children a good level of attention but carefully avoids interrupting their play unnecessarily and this allows them to negotiate and explore independently.

Children's health is effectively promoted. They follow good hygiene procedures and are provided with healthy and nutritious meals and snacks. Drinks are readily available and children's individual dietary needs are met. Mealtimes are social occasions and children display good social skills and table manners. Children receive plenty of opportunities for fresh air and exercise. They have access to a wealth of physical play resources and go on plenty of outings. These outings include visits to a local park where there is an adventure playground staffed by a team of 'Play Rangers'. At this park children have engaged in activities that have included making wooden barges using saws, hammers and nails. Children use their problem-solving skills in designing boats that would float and are taught how to use tools safely and sensibly.

Children show a good understanding of safety and their part in promoting it. They are aware of house rules and know why they are in place. Children show care and consideration for others and older children thoughtfully include the younger ones in their play. Road safety is taught and reinforced on outings and children take part in regular emergency evacuation drills. The childminder is an excellent role model for children and demonstrates through her words and actions that she values and respects other people. She teaches children about the wider community

and children are learning about their own culture and beliefs and those of other people. Children demonstrate good self-esteem and this is effectively fostered by the childminder who praises and rewards their good behaviour, effort and achievements.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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